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ABSTRACT

This report focuses on student achievement across the Anchorage (Alaska) school district and within its individual programs. It does not include information on the social and physical wellness of the district's students. The first section of the report provides an overview of district performance on critical achievement indicators, and the second section examines the districtwide performance of students by their ethnic group membership. A third section explores the satisfaction of students, parents, and staff with Anchorage programs, and the fourth section presents profiles for each school in the district with information on staff and student characteristics as well as achievement. The 1996-97 school year saw more than 47,900 students enrolled at the beginning of the school year. Anchorage is a district characterized by mobility. One in five students entered or left one or more district schools during the school year. Three of 10 elementary school students in the district were eligible for subsidized lunches due to low income. The primary measure of academic achievement in 1996-97 was a norm-referenced test of basic skills, the California Achievement Tests (CAT), which were the required measure for the state's student assessment program. Overall, the performance of Anchorage students in reading, language arts, and mathematics, was above the national average on the CAT, as it has been consistently. There was considerable disparity among ethnic groups on the academic and economic indicators in this report. Minority students had lower test scores on average, and were twice as likely to be from low-income families. Detailed information is given about the performance of racial and ethnic groups and the performance of students in particular programs. (Contains 193 tables.) (SLD)

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ANCHORAGE SCHOOL DISTRICT

PROFILE OF PERFORMANCE

1996-97

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Assessment and Evaluation Report #97-3
September 1997

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Errors of omission and interpretation are my own.

Ray Fenton

Ray Fenton, Ph.D.
Assessment and Evaluation

ANCHORAGE SCHOOL DISTRICT

PROFILE OF PERFORMANCE

1997-98

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Question: What is the Profile of Performance?

Answer: The Profile of Performance is a report to the Anchorage School Board and community on the academic achievement of students in our schools. The focus is on student achievement across the District and within our individual programs. The quality indicators included in the Profile have been developed as a common database that may be shared by District staff, School Board members, parents, and members of the community who are interested in the quality of education and Anchorage student success.

Discussion: The Anchorage School District is a public school district serving the community of Anchorage, Alaska. As such, it is charged with providing a quality educational program to all the youth of the community, regardless of background. The District provides a comprehensive program to students in grades kindergarten through twelve.

The District is a dependent tax supported entity, deriving most of its operating budget from the State of Alaska and from local property tax revenue provided through the Municipality of Anchorage. As a public entity, the District has an obligation to assess the results of its efforts and to publicly report the degree to which it meets the goal of providing a good education to every student. This report is one element in the efforts of the Anchorage School District to be publicly accountable for its performance.

The Profile of Performance focuses on student achievement and other outcome indicators of student success. It does not address all student outcomes. The report provides information on academic achievement across the regular education programs available to Anchorage students. It does not include information on the social or physical wellness of students.

The District and schools' budgets and expenditures are only given as information items. The fiscal area is reviewed with the Board and public through an extensive budget deliberation process and monthly reports of expenditures. Parents and members of the public are encouraged to take an active role in the budget process and review School District goals and priorities. An outside audit of the District's fiscal matters is conducted each year and reported to the Board and public. The District budget on the fiscal performance of the Anchorage School District is available from the Office of Business Management.

The School Board sets performance goals in a number of areas each year. One section of this report provides an analysis of the success the District has had in meeting academic goals. Some goals relate to increasing parental and community awareness of the critical role families play in the academic success of students. The complete report of the school responses of what is happening to meet these goals at elementary, middle, high school, and Districtwide levels is available from Community Relations Office of the Anchorage School District, 4600 DeBarr Avenue, Anchorage, AK (907) 269-2450.

Staff attitudes, morale, and public sentiment toward the District are formally measured on a periodic basis using questionnaires and survey techniques. Informal assessments of community and staff attitudes are made constantly through normal interactions among staff members, parents, Board members, and members of the community. A more formal assessment is done as part of the school report card process at the end of the school year which gives every parent, student in grades 3-12, and staff member the opportunity to express their opinions about District performance. This report includes a discussion of parent, student, and staff satisfaction for the District as a whole. Individual program reports are included in School Report Cards which are available at the local school.

This report is divided into four major sections. The first section provides an overview of District performance on critical achievement indicators. The second examines the Districtwide performance of students by their ethnic group membership. The third examines the satisfaction of students, parents, and staff with Anchorage programs. The fourth section provides profiles for each school in the District with information on staff and student characteristics as well as achievement.

The Profile of Performance is organized around the presentation of a series of questions and answers. The questions identify the topics which are reviewed, the answers provide overviews of the findings relative to the topic. Discussion sections examine the detailed data which support the responses in the answer sections.

The Profile of Performance is available from the Public Affairs Office of the Anchorage School District, 4600 DeBarr Avenue, Anchorage, AK (907) 269-2132. Selected information from the profile will be available through the Anchorage School District world-wide web site in early November. Specific questions on the content of the document should be referred to the Anchorage School District Assessment and Evaluation Department at (907) 269-2211.

Question: What student outcome measures are reviewed in the profile of the Anchorage School District?

Answer: Outcome measures reviewed in this document include norm referenced basic skills achievement tests, locally developed curriculum referenced tests, locally developed performance assessments and the ACT and SAT results for those graduating seniors who elected to take college entrance exams. Grades and credits earned for secondary students, attendance patterns and drop out information are also included. Several demographic descriptors and trends which describe the 1996-97 student population are reviewed prior to the outcome measures to provide a picture of the Anchorage School District environment.

Discussion: Anchorage School District performance is examined from several perspectives. First, the demographic characteristics of the students served in the District in 1996-97 are reviewed. Data is presented on the composition of the student body in terms of ethnicity, grade level, and participation in programs for students with special needs. Student mobility and continuity are discussed. Economic levels of the students are briefly described. This demographic profile provides a background for interpreting the outcome indicators which are presented later in the report.

The primary indicator of academic achievement used in 1996-97 is a norm referenced measure of basic skills. The 1992 California Achievement Tests (CAT/5) were administered to students in grades 3-11 in March 1997. The tests were administered to all students who were enrolled with two exceptions: Non-English speaking students who were in the District less than three years and special education students with Individual Education Plans (I.E.P.) which specifically exclude norm referenced testing. Other students may have missed the test period due to absences. The CAT tests include basic skill tests in reading, mathematics, and language arts. Students in grade 3 are tested in Word Analysis, Vocabulary, Reading Comprehension, Spelling, Language Mechanics, Language Expression, Mathematics Computation, Mathematics Concepts and Applications. Students in grades 4-11 are tested in Vocabulary, Reading Comprehension, Spelling, Language Mechanics, Language Expression, Mathematics Computation, Mathematics Concepts and Applications, and Study Skills. All students in grades 3-11 are also tested in Science and Social Studies. Individual tests are available for inspection at the Anchorage School District Assessment and Evaluation Office. Students are tested in grades 3 through 11 to monitor the year-to-year growth of all students and provide an annual objective measure of performance to parents.

The State of Alaska adopted the California Achievement Test 5, Survey Battery (CAT) as the required measure for the Alaska Statewide Student Assessment Program in 1995-96. A study of the CAT tests reported in the 1995-96 Profile of Performance indicated that Anchorage teachers and curriculum specialists found more than 90 percent of CAT items in reading, language arts, and mathematics to be consistent with Anchorage curriculum goals and instruction.

Norm referenced tests like the CAT use multiple choice questions to measure basic skills in reading, the mechanics of writing, and mathematics. The tests provide an objective, standardized measure which allows reliable comparisons of performance between groups of students on changes in basic skill performance over time. The tests allow the comparison of Anchorage students with a national sample of students tested in 1991 and the tracking of changes in Anchorage performance on a consistent measure over time.

Performance on Anchorage Curriculum Referenced Tests (CRTs) developed by Anchorage teachers and Assessment and Evaluation staff are also included in this report. The CRTs have been used and revised since the 1970s to assess areas where important aspects of the Anchorage curriculum are not adequately addressed by the norm referenced tests. In 1996-97, samples of Anchorage students in grades 3, 6, and 8 completed CRT assessments in science. Grades 5, 7, and 10 participated in the Statewide Writing Assessment. The Jamestown Assessment Unit which combines instruction and assessment was administered at grade 4. A new social studies assessment with a performance activity was field tested at grade 8.

New measures that supplement the multiple choice CAT tests are entering the process of development. Like the Jamestown Unit and the 8th grade social studies performance assessments, these measures directly link student performance to Anchorage instruction and call for demonstrations of the ability to apply knowledge and produce high quality work that shows mastery of the skills needed for school success. Classroom assessments keyed to K-6 Science kits will be piloted in 1997-98 and new Health CRT tests are in the first stages of development.

Grades and credits earned are direct indicators of the extent to which students are meeting the expectations of teachers. The grade point averages and grade distributions allow a comparison of success versus expectation. Grades and credits also identify those subjects which are the most difficult for students to master. Grade retention provides a comparison of achievement versus minimum expectations at the elementary and mid-levels. High school credits earned show the success of students as they move from grade 9 to graduation. The increased graduation requirements and soon to be developed Alaska graduation examination makes objective assessment of secondary student progress on items of special interest.

Attendance and drop out information are indirect indicators of student attitudes and their interest in school. High absence and drop out rates are indicators of alienation and the failure to provide programs which engage the interests of students. Students who miss a great deal of school do not benefit from the instruction which is offered. Dropping out is indicative of a total failure of the school-student relationship. While the choice of not going to school is always in the hands of the student and family, the reasons behind that choice may be endemic within the system.

Question: What are the demographic characteristics of the student population served by the Anchorage School District in 1996-97?

Answer: The 1996-97 school year was a growth year for the District in terms of overall enrollment. Over 47,900 students enrolled in Anchorage schools in September 1996. Our student population in 1996-97 was at an all time high, up almost 100 students from 1995-96 and 1,600 students over 1992-93.

The growing ethnic diversity of the Anchorage student population is a reflection of the changing Anchorage community. The majority group in the District continues to be White. Students whose ethnic background is other than White account for an increasing portion of the overall District population, equating to 32 percent of the total population in 1996-97. This compares to a minority student membership of just over 28 percent of the population in 1992-93.

Anchorage is characterized by its mobility. One in five of the students served by the District entered or left one or more District schools after September 30, 1996; i.e., moved into or out of a school during the school year. Better than 45 percent of the students served in 1996-97 were new to their schools that year. These transience and mobility figures are similar to those for the District over the past several years indicating a continuing pattern of high mobility. The national mobility rate for 1994-95 was 16.1 percent.

Three out of ten of the District's elementary students were eligible for subsidized lunches due to low family income. This proportion (30.8%) is slightly below the 33.2% in 1995-96 but still substantial.

The District's population includes several thousand students with special needs. Gifted students, learning disabled students, mentally retarded students, and others with specific identified needs are included in Tables 5 and 6. This diversity of needs of the District's population was recognized and addressed by the Anchorage School District during 1996-97 through a variety of special programs.

Discussion: Table 1 provides a five year review of the membership in the District at the beginning of the school year broken down by racial-ethnic group. This is a snapshot view including every student enrolled in a District school on either September 30 or during October of the year shown. The information in the table shows that:

The 1996-97 school year saw more than 47,900 students enrolled at the beginning of the year. This figure was an all time high, and demonstrated growth of over 1,600 students from 1992-93.

The non-White population composed over 32 percent of the total student population and is growing. In 1992-93, non-Whites made up about 28 percent of the total population. In 1996-97, non-Whites accounted for 32 percent of the District's student population. All non-White racial-ethnic populations have grown both in absolute numbers and as a portion of the District's student population over the past five years. The District's White population also grew from 1992-93 through 1993-94. It declined by about 1,000 students between 1993-94 and 1996-97. Among the racial-ethnic minority groups, the American Native group which includes Alaska Native students has demonstrated the most growth, moving from just under 9.8 percent of the total population in 1992-93 to 11.3 percent of the total population in 1996-97.

Table 1

Anchorage School District
Beginning of Year (September 30) Membership 1992-93 through 1994-95
(Estimated Ratio Ethnic Breakdown)

Beginning of Year (October 2) Membership 1995-96
Beginning of Year (October 21) Membership 1996-97
(Actual Ethnic Breakdown)

Year	Data Type	American Native	Asian/ Pac. Islander	Black	Hispanic	White	Total
1996-97	Number	5,392	3,558	4,182	2,233	32,546	47,911
	Percent	11.3%	7.4%	8.7%	4.7%	67.9%	100.0%
1995-96	Number	5,203	3,341	4,104	2,123	33,070	47,841
	Percent	10.9%	7.0%	8.6%	4.4%	69.1%	100.0%
1994-95	Number	4,977	3,143	4,217	1,898	33,374	47,609
	Percent	10.5%	6.6%	8.9%	4.0%	70.1%	100.0%
1993-94	Number	4,706	2,999	4,231	1,772	33,524	47,232
	Percent	10.0%	6.3%	9.0%	3.8%	71.0%	100.0%
1992-93	Number	4,539	2,820	3,978	1,595	33,305	46,237
	Percent	9.8%	6.1%	8.6%	3.4%	72.0%	100.0%

Stability of the student population is examined through the data in Tables 2 and 3. Table 2 examines within year stability and Table 3 examines year-to-year continuity. The stability indices in Table 2, labeled "% in One Sch.," represent the portions of the total enrollment for the given sub-group and year that remained in a single school from the end of the first month of school through the end of the school year. The continuity indices in Table 3, labeled "% in Same Sch.," are the portions of the enrollment, again presented as percentages, that continued in the same school from the end of one school year to the beginning of the next school year. These data show a notable degree of mobility in the District. American Native students seem particularly prone to move during the school year with one in three of the American Native students enrolled in the District in 1996-97 moving into or out of a school after September 30, 1996. The mobility patterns for racial-ethnic groups have been relatively consistent over the past five years.

Student exposure to curriculum and the continuity of the process of learning has a substantial effect on student achievement. Students who move, particularly students who move between schools with inconsistent expectations and programs, have problems catching up. This is an increasing problem across the United States where about 17 percent of school age children move each year (Bureau of Census, 1995) and a continuing problem here in Anchorage.

Table 4 presents the portion of the elementary student population participating in the free or reduced price lunch program. This variable is a pseudo-indicator of the socio-economic condition of the District's population. It indicates that approximately one-third of the District's elementary students are eligible for free or reduced price lunch.

Table 2

Anchorage School District
Stability Rates of Students
in One School September 30 through End-of-Year

Year	Data Type	American Native	Asian/ Pac. Islander	Black	Hispanic	White	Total
1996-97	Number*	6,143	3,844	4,599	2,511	34,638	51,735
	% in One Sch.**	66.8%	81.2%	74.3%	73.5%	82.9%	79.6%
1995-96	Number	5,877	3,622	4,456	2,340	35,200	51,495
	% in One Sch.	66.3%	79.3%	71.7%	73.9%	82.0%	78.7%
1994-95	Number	5,753	3,404	4,577	2,133	35,608	51,475
	% in One Sch.	65.2%	79.6%	71.5%	72.2%	81.4%	78.2%
1993-94	Number	5,414	3,216	4,596	1,998	35,797	51,021
	% in One Sch.	65.1%	82.0%	71.9%	73.0%	81.7%	78.7%
1992-93	Number	5,222	3,036	4,404	1,815	35,646	50,123
	% in One Sch.	66.2%	81.4%	72.1%	71.3%	81.7%	78.9%

* "Number" is the total count of students who attended an Anchorage School for one or more days in the year.

** "% in Same Sch." is the percent of the count who started the school year (enrolled on September 30) in the same school in which they finished the previous year.

Table 3

Anchorage School District
Continuity Rates of Students
Beginning in Same School as Previous Year

Year	Data Type	American Native	Asian/ Pac. Islander	Black	Hispanic	White	Total
1996-97	Number*	6,143	3,844	4,599	2,511	34,638	51,735
	% in Same Sch.**	46.6%	52.7%	48.7%	47.9%	57.4%	54.5%
1995-96	Number	5,877	3,622	4,456	2,340	35,200	51,495
	% in Same Sch.	51.3%	57.7%	52.8%	50.7%	59.0%	57.1%
1994-95	Number	5,753	3,404	4,577	2,133	35,608	51,475
	% in Same Sch.	48.4%	60.1%	52.5%	51.1%	59.6%	57.4%
1993-94	Number	5,414	3,216	4,596	1,998	35,797	51,021
	% in Same Sch.	49.7%	58.2%	51.3%	50.1%	59.7%	57.4%
1992-93	Number	5,222	3,036	4,404	1,815	35,646	50,123
	% in Same Sch.	49.2%	57.0%	49.2%	52.6%	58.5%	56.4%

* "Number" is the total count of students who attended an Anchorage School for one or more days in the year.

** "% in Same Sch." is the percent of the count who started the school year (enrolled on September 30) in the same school in which they finished the previous year.

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Table 4

Anchorage School District
Elementary
Free/Reduced Price Lunch Information

Year	Number of Children Enrolled Sept. 30	Number of * Children from Low Income Families	Percent of Children from Low Income Families
1996-97	26,771	8,256	30.8%
1995-96	27,709	9,203	33.2%
1994-95	27,725	7,961	28.7%
1993-94	27,593	7,724	28.0%
1992-93	27,717	7,662	27.6%

* Estimate of children from low income families is based on Free/Reduced Lunch Program. That program is not offered at the high school level.

Low income is not a cause of low achievement but it is a strong and consistent correlate. Low income is a factor which creates stress in families and reduces the resources that are available for health care, nutrition, and a host of other factors that affect the ability of the student to make use of educational opportunities and reach high levels of achievement. In some Anchorage schools two out of three students qualify for free or reduced price lunch.

The number of Anchorage students that have recognized "special needs" are enumerated in Table 5. This table shows the number of students active at the end of 1996-97 who had been identified as having special needs. Table 6 shows the special programs population for the District over the past five years. Some of these students benefit from more than one program and may be counted more than once. Anchorage offers a comprehensive program to meet the needs of students who need special support and the overall numbers have grown in most areas over the past five years.

Table 5

Anchorage School District
Special Need Population, 1992-93 to 1996-97
Active Membership at End of School Year

Areas of Need	Number of Students				
	96-97	95-96	94-95	93-94	92-93
Mentally Retarded	261	248	253	252	243
Specific Learning Disability	4,587	4,466	4,434	4,239	4,010
Emotionally Disturbed	420	362	362	368	343
Orthopedically Handicapped	32	37	39	39	42
Speech Impaired	1,347	1,268	1,287	1,273	1,418
Visually Impaired	20	17	14	12	10
Health Impaired	152	121	106	111	91
Hard of Hearing	107	114	117	111	91
Deaf	39	39	44	47	42
Deaf-Blind	1	2	2	3	3
Multi-handicapped	229	220	207	188	191
Developmental Delayed	274	235	267	238	264
Traumatic Brain Injury	28	25	20	10	5
Autism	53	36	28	20	12
Gifted	2,247	1,960	2,072	2,066	1,765

Table 6

Anchorage School District
Five-Year Special Programs Population
Active Membership at End of School Year

Areas of Need	Number of Students				
	96-97	95-96	94-95	93-94	92-93
Bilingual					
"A" or "B" (Totally or Dominant Non-English)	2,418	2,165	2,300	1,956	1,701
"C" (Low Achievers)	409	328	451	462	412
Migrant Eligible Students (Actually receiving service)	540	350	227	382	395
Title I/Chapter I Students					
Targeted Assistance Schools	327	924	933	963	870
Schoolwide Programs	4,475	2,513	1,029	253	952
Homeless Program	1,073	1,102	1,048	649	985
Neglected and Delinquent	222	120	197	183	131
Indian Education Tutoring/ Counseling Students	2121	2,029	2,212	2,400	2,373

The Bilingual and Title I programs deserve special note. More and more students come to Anchorage who are new to the United States or have limited proficiency in English. This places special demands on these students who must struggle with mastering reading, writing, and communication skills as well as subject area content. The increase in Title I numbers reflects a changing model of service delivery which extends support to all students within eligible low income schools.

The demographic information examined in Tables 1 through 6 shows that the Anchorage School District provides a variety of services to a large number of students from differing backgrounds. These students are mobile, represent the entire economic spectrum, and possess a diversity of educational needs. To accommodate this diversity, the District's program must be both flexible and varied. The portion of this document which profiles individual schools suggests that the process of providing a good education for each child takes into account the differences in demographics which exist among the various parts of Anchorage.

Question: How did Anchorage students do on the norm referenced tests administered in March of 1997?

Answer: The three key indicators of basic skills achievement on norm referenced tests are scores of Reading, Language Arts, and Mathematics. The Anchorage average scores in all three areas are above the national average 50th percentile for grades 3 through 11. Reading is basic to success in all educational areas and includes both vocabulary and comprehension. Anchorage scores range from the 58th percentile at grade 11 to the 64th percentile at grades 4 and 7. Total Language Arts items focus on the mechanics of writing and recognition of errors. Anchorage scores range from the 51st percentile at grade eleven to the 67th percentile at grade five. Mathematics items focus on basic math operations and problem solving. Anchorage scores range from the 63rd percentile for grades 3, 5, and 11 to the 69th percentile at grade 4. More than 29,000 students took the California Achievement Tests (CAT) in 1997.

The strong overall performance of Anchorage students is reflected in the distribution of scores shown in Table 11. When compared to the national sample, Anchorage has more than the expected 25 percent of the students with scores in the top quartile, 75th percentile to 99th percentile, and fewer than the expected 25 percent of the students in the lower quartile in all of the grades 3 - 11. For those who completed all of the sections of the CAT tests the percentage of students in the top quartile at each grade are 37.5%, 39.7%, 40.7%, 40.6%, 37.5%, 37,5%, 41.2%, 40.0%, and 36.5%. The proportion of students in the lowest quartile is smaller than expected with 18.6%, 13.7%, 14.0%, 14.0%, 15.1%, 14.7%, 14.1%, 16.9%, and 19.1%.

These scores paint a picture of strong performance across the grades with most Anchorage students doing well when compared with what would be expected based on a sample of students from across the United States. This does not, however, mean that all Anchorage students are doing well. Having 15 to 20 percent of our students with scores below the 25th percentile at each grade means that hundreds of students at each grade level must struggle to keep up and master their day-to-day academic work. In third grade Reading, for example; 17.9 percent below the 25th percentile translates into 670 students who are reading well below grade level.

Discussion: Table 7 shows the average performance of students in grades 3 through 11 on the Total Reading, Total Language Arts, Total Mathematics, and Total Battery scores of the California Achievement Tests. More than 90 percent of the students were tested in each of the areas and the scores represent a valid cross-section of English speaking students in the regular education program. Scores in all of the basic skills areas are above the national average of the 50th percentile. The individual grade level performance on the Total Battery scores range from the 60th percentile to the 67th percentile. The overall 3-11 grade CAT Total Battery score for Anchorage is at the 64th percentile.

Table 8 shows the average scores on the two sections of the CAT test which are combined to produce the Total Reading score: Vocabulary and Reading Comprehension. The CAT Vocabulary test emphasizes understanding words within context and, Reading Comprehension includes both the direct recall of specific facts and making inferences based on knowledge gained through reading. Anchorage students are consistently better than the national average of 50 on both Vocabulary and Comprehension. Comprehension performance ranges from the 59th to the 66th percentile and Vocabulary ranges from the 55th to 64th percentile.

Table 9 shows the average scores on the two sections of the CAT test which are combined to produce the Total Language Arts score: Mechanics and Expression. The Mechanics test measures the ability to recognize violations of the rules of good punctuation. Expression asks students about the best way to construct sentences and choose effective language to express ideas. Grade 3 Mechanics is one of the few areas where Anchorage students are below the national average. The Mechanics scores across the grades range from the 48th percentile to the 69th percentiles. Language Expression scores range from the national average of 50 at eleventh grade up to the 64th percentile at grade 5. The Language Arts total scores range from the 51st to the 67th percentile. Language Mechanics shows improvement overall from last year.

Table 10 shows the average scores on the two sections of the CAT test which are combined to produce the Total Math score: Math Computation and Math Concepts and Applications. The Math Computation test focuses on the basic math operations and checks the ability to manipulate numbers. The Math Concepts and Applications test examines some of the concepts which underlie computation and includes multi-step problems where students determine the appropriate operations and apply them to information presented through a story problem or table. Anchorage students are above the national average in both Computation and Concepts and Applications at every grade. The Math Computation scores range from the 52nd to the 66th percentile. The Math Concepts and Applications scores range from the 61st to the 73rd percentile. Concepts and Applications scores are slightly higher than Computation scores reflecting the Anchorage emphasis on problem solving and application across the curriculum. The Total Math scores are above the 63rd percentile at every grade. The Total Math scores range from the 63rd to the 69th percentile.

This is the second year that all students in grades 3 through 11 have taken CAT tests in Science, Social Studies, Spelling, and Study Skills. The CAT Science and Social Studies tests ask students to read materials taken from those content areas, to apply concepts, and to analyze and organize information. The Study Skills test includes analysis of research materials, charts, and graphs. The spelling test calls on students to identify common words that are correctly or incorrectly spelled. Anchorage students may not have been exposed to some of the factual information included on these tests and they may not match our common modes of instruction but our students should have generally mastered the skills needed to do well on these tests.

Tables 15 and 16 present the CAT Science and Social Studies information along with past scores for samples of students who were tested on similar ITBS/TAP tests. Anchorage performance is well above the national average at all grades on both tests. Science scores ranged from the 53rd to the 76th percentile with performance above the 60th percentile in six of the nine grades tested. Social Studies performance ranged from the 57th to the 67th percentile with performance at or above the 60th percentile in eight of the nine grades tested. The CAT Science and Social Studies scores are higher at some grades and lower at others. These differences might be attributed to differences in test content and match with our curriculum. Overall, the Science and Social Studies scores in Anchorage continue to be well above the national average.

Tables 17 and 18 present the CAT Spelling and Study Skills scores. Spelling scores are generally close to the national average of 50 and range from the 46th percentile at grade 11 to the 58th percentile at grade 4. Scores are above the national average at seven of the nine grades tested. In Word Analysis, Grade 3 students scored at the 54th percent. Study skills scores range from the 49th percentile to the 67th percentile. Study Skills scores are above national average in seven of the eight grades tested and above the 60th percentile in three of the grades. Spelling continues to be an area of relative weakness for Anchorage students but has improved over last year.

Reading, Language Arts, and Mathematics are the basic skill areas that are keys to academic success in school. The overall performance of Anchorage students in these areas is consistently above the national average. Students have been able to do as well or better on the CAT which has been judged by the District staff to be generally consistent with our curriculum and fair for our students. Overall, CAT test scores are up over the scores of last year.

Table 7

Percentile Rank Scores and Number of Students Tested California Achievement Test Survey Battery 5 (CAT) Spring 1997

Grade Level		Total Reading	Total Language Arts	Total Mathematics	Total Battery
3	Percentile	63	55	63	61
	Number Tested	3,751	3,726	3,739	3,688
4	Percentile	64	63	69	66
	Number Tested	3,438	3,442	3,442	3,411
5	Percentile	62	67	63	67
	Number Tested	3,569	3,578	3,570	3,541
6	Percentile	61	66	68	66
	Number Tested	3,567	3,565	3,567	3,545
7	Percentile	64	60	66	64
	Number Tested	3,334	3,338	3,352	3,279
8	Percentile	63	57	64	64
	Number Tested	3,050	3,049	3,048	2,998
9	Percentile	62	58	67	65
	Number Tested	3,047	3,051	3,048	3,027
10	Percentile	62	55	65	64
	Number Tested	2,865	2,877	2,872	2,848
11	Percentile	58	51	63	60
	Number Tested	2,344	2,348	2,346	2,322

Table 8

Anchorage School District
Breakdown of CAT Reading Scores
by Sub-test Area – Spring 1997

Grade Level		Vocabulary	Reading Comprehension	Reading Total
3	Percentile	61	63	63
	Number Tested	3,759	3,759	3,751
4	Percentile	64	61	64
	Number Tested	3,443	3,447	3,438
5	Percentile	58	61	62
	Number Tested	3,572	3,575	3,569
6	Percentile	55	64	61
	Number Tested	3,571	3,570	3,567
7	Percentile	57	66	64
	Number Tested	3,339	3,340	3,334
8	Percentile	60	63	63
	Number Tested	3,050	3,051	3,050
9	Percentile	55	64	62
	Number Tested	3,049	3,051	3,047
10	Percentile	58	64	62
	Number Tested	2,867	2,871	2,865
11	Percentile	56	59	58
	Number Tested	2,346	2,352	2,344

Table 9

Anchorage School District
Breakdown of CAT Language Arts Scores
by Sub-test Area – Spring 1997

Grade Level		Language Mechanics	Language Expression	Language Total
3	Percentile	48	61	55
	Number Tested	3,759	3,727	3,726
4	Percentile	61	62	63
	Number Tested	3,451	3,445	3,442
5	Percentile	69	64	67
	Number Tested	3,586	3,579	3,578
6	Percentile	67	63	66
	Number Tested	3,567	3,571	3,565
7	Percentile	66	53	60
	Number Tested	3,345	3,347	3,338
8	Percentile	60	54	57
	Number Tested	3,053	3,055	3,049
9	Percentile	57	58	58
	Number Tested	3,052	3,052	3,051
10	Percentile	54	55	55
	Number Tested	2,881	2,880	2,877
11	Percentile	52	50	51
	Number Tested	2,348	2,350	2,348

Table 10

Anchorage School District
Breakdown of CAT Mathematics Scores
by Sub-test Area – Spring 1997

Grade Level		Math Computation	Math Concepts & Applications	Math Total
3	Percentile	62	61	63
	Number Tested	3,750	3,752	3,739
4	Percentile	63	70	69
	Number Tested	3,448	3,448	3,442
5	Percentile	55	67	63
	Number Tested	3,576	3,570	3,570
6	Percentile	66	70	68
	Number Tested	3,571	3,568	3,567
7	Percentile	64	64	66
	Number Tested	3,354	3,361	3,352
8	Percentile	52	73	64
	Number Tested	3,053	3,058	3,048
9	Percentile	63	71	67
	Number Tested	3,054	3,049	3,048
10	Percentile	60	70	65
	Number Tested	2,880	2,875	2,872
11	Percentile	58	65	63
	Number Tested	2,352	2,348	2,346

Table 11

Quartile Distribution of Students' Individual Performances CAT -- Spring 1997

Grade Level		Total Reading	Total Language Arts	Total Mathematics	Total Battery
3	Quartile 4	39.4%	31.7%	41.8%	37.5%
	Quartiles 2 and 3	42.7%	46.1%	42.3%	43.9%
	Quartile 1	17.9%	22.2%	15.9%	18.6%
4	Quartile 4	36.1%	37.6%	42.7%	39.7%
	Quartiles 2 and 3	50.0%	47.1%	42.9%	46.6%
	Quartile 1	14.0%	15.3%	14.4%	13.7%
5	Quartile 4	37.1%	41.0%	37.3%	40.7%
	Quartiles 2 and 3	45.2%	46.3%	47.1%	45.3%
	Quartile 1	17.7%	12.7%	15.7%	14.0%
6	Quartile 4	33.0%	41.0%	44.3%	40.6%
	Quartiles 2 and 3	50.7%	45.6%	42.7%	45.4%
	Quartile 1	16.3%	13.4%	13.0%	14.0%
7	Quartile 4	35.7%	34.5%	39.2%	37.5%
	Quartiles 2 and 3	49.6%	47.4%	47.3%	47.5%
	Quartile 1	14.7%	18.1%	13.5%	15.1%
8	Quartile 4	36.1%	29.5%	35.6%	37.5%
	Quartiles 2 and 3	48.3%	52.7%	48.8%	47.8%
	Quartile 1	15.6%	17.8%	15.6%	14.7%
9	Quartile 4	35.4%	32.6%	43.6%	41.2%
	Quartiles 2 and 3	48.2%	49.7%	45.1%	44.7%
	Quartile 1	16.3%	17.7%	11.3%	14.1%
10	Quartile 4	37.1%	29.9%	40.0%	40.0%
	Quartiles 2 and 3	45.6%	48.7%	46.3%	43.2%
	Quartile 1	17.3%	21.4%	13.7%	16.9%
11	Quartile 4	34.6%	24.2%	39.9%	36.5%
	Quartiles 2 and 3	46.2%	53.2%	42.6%	44.4%
	Quartile 1	19.2%	22.7%	17.6%	19.1%

Table 12

Five-Year History
Percentile Rank Scores
ITBS and TAP Reading Comprehension – Spring 1993 through Spring 1995 – Grades 4, 6, 8, and 11
CAT Total Reading – Spring 1996 through Spring 1997 – Grades 3 through 11

Year	Data Type	Gr 3	Gr 4	Gr 5	Gr 6	Gr 7	Gr 8	Gr 9	Gr 10	Gr 11
1996-97	Percentile	63	64	62	61	64	63	62	62	58
	Number Tested	3,751	3,438	3,569	3,567	3,334	3,050	3,047	2,865	2,344
1995-96	Percentile	63	64	63	61	64	63	60	66	58*
	Number Tested	3,490	3,551	3,588	3,384	3,208	3,171	2,607	2,263	1,996
1994-95	Percentile	-	54	-	58	-	59	-	-	61
	Number Tested	-	3,630	-	3,389	-	3,081	-	-	2,242
1993-94	Percentile	-	52	-	57	-	59	-	-	60
	Number Tested	-	3,587	-	3,548	-	2,916	-	-	2,117
1992-93	Percentile	-	52	-	58	-	61	-	-	58
	Number Tested	-	3,545	-	3,527	-	2,975	-	-	2,154

*Does not include Dimond High School

Table 13

Five-Year History
Percentile Rank Scores
ITBS Total Language Arts – Spring 1993 through Spring 1995 – Grades 4, 6, and 8
CAT Total Language Arts - - Spring 1996 through Spring 1997 – Grades 3 through 11

Year	Data Type	Gr 3	Gr 4	Gr 5	Gr 6	Gr 7	Gr 8	Gr 9	Gr 10	Gr 11
1996-97	Percentile	55	63	67	66	60	57	58	55	51
	Number Tested	3,726	3,442	3,578	3,565	3,338	3,049	3,051	2,877	2,348
1995-96	Percentile	51	56	66	63	57	55	55	57	53
	Number Tested	3,496	3,554	3,596	3,382	3,218	3,167	3,036	2,618	2,295
1994-95	Percentile	-	54	-	57	-	62	-	-	-
	Number Tested	-	3,576	-	3,328	-	3,072	-	-	-
1993-94	Percentile	-	52	-	55	-	62	-	-	-
	Number Tested	-	3,478	-	3,524	-	2,847	-	-	-
1992-93	Percentile	-	51	-	55	-	62	-	-	-
	Number Tested	-	3,517	-	3,502	-	2,921	-	-	-

Table 14

Five-Year History
Percentile Rank Scores
ITBS Mathematics Total & TAP Mathematics -- Spring 1993 through Spring 1995 -- Grades 4, 6, & 8
CAT Total Mathematics - - Spring 1996 through Spring 1997– Grades 3 through 11

Year	Data Type	Gr 3	Gr 4	Gr 5	Gr 6	Gr 7	Gr 8	Gr 9	Gr 10	Gr 11
1996-97	Percentile	63	69	63	68	66	64	67	65	63
	Number Tested	3,739	3,442	3,570	3,567	3,352	3,048	3,048	2,872	2,346
1995-96	Percentile	62	62	61	67	64	62	66	66	63
	Number Tested	3,500	3,585	3,581	3,381	3,199	3,154	3,042	2,615	2,319
1994-95	Percentile	-	61	-	62	-	59	-	-	62
	Number Tested	-	3,634	-	3,389	-	3,098	-	-	2,260
1993-94	Percentile	-	58	-	61	-	58	-	-	60
	Number Tested	-	3,564	-	3,542	-	2,919	-	-	2,126
1992-93	Percentile	-	59	-	62	-	60	-	-	63
	Number Tested	-	3,526	-	3,527	-	2,961	-	-	2,155

Table 15

Four-Year History
Percentile Rank Scores
Observed Performance for Sample on Science – Spring 1994 and 1995
CAT Science - - Spring 1996 through Spring 1997– Grades 3 through 11

Year	Data Type	Gr 3	Gr 4	Gr 5	Gr 6	Gr 7	Gr 8	Gr 9	Gr 10	Gr 11
1996-97	Percentile	61	66	53	57	63	76	67	67	57
	Number Tested	3,748	3,436	3,560	3,560	3,354	3,061	3,050	2,863	2,318
1995-96	Percentile	59	62	53	56	64	76	68	69	56
	Number Tested	3,484	3,565	3,548	3,377	3,208	3,165	3,044	2,622	2,327
1994-95	Percentile	72	-	-	76	72	70	-	-	-
	Number Tested	782	-	-	696	1,429	1,724	-	-	-
1993-94	Percentile	65	74	-	67	64	71	-	-	-
	Number Tested	866	875	-	580	294	1,013	-	-	-

Table 16

Four-Year History
Percentile Rank Scores
Observed Performance for Sample on Social Studies -- Spring 1994 and 1995
CAT Social Studies - - Spring 1996 through Spring 1997-- Grades 3 through 11

Year	Data Type	Gr 3	Gr 4	Gr 5	Gr 6	Gr 7	Gr 8	Gr 9	Gr 10	Gr 11
1996-97	Percentile	61	61	65	60	65	64	67	63	57
	Number Tested	3,738	3,426	3,556	3,552	3,355	3,057	3,046	2,862	2,313
1995-96	Percentile	60	57	66	60	64	61	67	65	60
	Number Tested	3,471	3,563	3,544	3,370	3,189	3,165	3,039	2,619	2,324
1994-95	Percentile	54	-	-	65	60	61	-	-	-
	Number Tested	656	-	-	719	1,190	1,699	-	-	-
1993-94	Percentile	49	66	-	68	-	57	-	-	-
	Number Tested	107	176	-	222	-	186	-	-	-

Table 17
Two-Year History
Percentile Rank Scores
CAT Spelling - - Spring 1996 through Spring 1997 -- Grades 3 through 11

Year	Data Type	Gr 3	Gr 4	Gr 5	Gr 6	Gr 7	Gr 8	Gr 9	Gr 10	Gr 11
1996-97	Percentile	52	58	54	51	50	49	52	50	46
	Number Tested	3,764	3,449	3,573	3,575	3,351	3,053	3,053	2,879	2,349
1995-96	Percentile	49	54	53	51	47	48	51	53	44
	Number Tested	3,500	3,572	3,601	3,389	3,224	3,176	3,038	2,627	2,299

Table 18
Two-Year History
Percentile Rank Scores
CAT Word Analysis -- Spring 1996 and Spring 1997-- Grade 3
CAT Study Skills - - Spring 1996 and Spring 1997 -- Grades 4 through 11

Year	Data Type	Gr 3	Gr 4	Gr 5	Gr 6	Gr 7	Gr 8	Gr 9	Gr 10	Gr 11
1996-97	Percentile	54	69	62	64	58	49	58	52	53
	Number Tested	3,761	3,440	3,567	3,569	3,349	3,058	3,050	2,870	2,325
1995-96	Percentile	51	67	62	61	56	46	60	54	51
	Number Tested	3,500	3,569	3,584	3,378	3,214	3,155	3,045	2,627	2,325

Question: How well did the Anchorage School District meet School Board goals for 1996-97?

Answer: Anchorage teachers did well in helping students meet the rigorous achievement goals set by the Anchorage School Board. Grade three reading performance is strong with seven out of ten students at or above the 40th percentile in reading. Overall, spelling improved at all but two of the grades and scores came up to meet the School Board goal. Overall performance was mostly up in other academic areas for continuing students.

Discussion: The Anchorage School District's Mission and Goals were as follows:

The mission of the Anchorage School District is to educate students for success in life.

Academic Excellence

We will increase academic excellence by emphasizing student achievement, developing respect for diversity, maintaining quality staff recruitment and training, and maximizing opportunities for lifelong learning.

- *All students will acquire basic reading skills and strategies to read independently by the end of the third grade.*

Analysis of the third grade reading performance indicates that 72 percent of the third grade students attained scores at the 40th percentile or greater. Other scores could be used as a break point or definition of independent reading. If the 25th percentile was adopted as the minimum score required to demonstrate independent reading performance rather than the 40th, 82 percent of the third graders would have met or exceeded this criterion. With either criterion, 40th or 25th percentile, the majority of the students have attained independent reading performance by the end of third grade. There are many students, however, who have not using either criterion and who may require concerted efforts to continue to develop the reading skills required in later schooling. Between 680 and 1,060 students have not met the goal of being independent readers by the end of grade three.

- *All students will show measurable success and increased achievement at each successive grade level in math, reading, and writing conventions including spelling. This will be measured by, including, but not limited to standardized tests.*

Tables 19 through 24, show average performance for all students measured in Reading, Language Arts, and Mathematics and those students who continued from 1995-96 to 1996-97, were measured. Both years with California Achievement Test. The percentile ranking of the mean NCE score is shown for each grade level and for combined groups. In the area of reading, six of nine grade levels posted identical mean scores, two declined and one gained. Across the grade levels a one percentile decline was posted (see table 19). If scores of students who were measured both years are compared, three groups posted gains and five posted declined with a combined decline of one percentile in reading (see table 22).

Table 20 and 23 show gains in Language Arts, for seven grade levels with two declines and overall a three percentile point gain. If continuing student scores are examined, gains were posted by three grades, no change was observed for three grades and declines were posted for two. The overall change was a positive two percentile points.

Examination of average scores posted in mathematics shows seven gains, one decline and one no change when the data in table 21 is examined. There was an overall gain of two percentile points on average. When graduating class groups are examined (see table 24) the scores show four gains, one no change and three declines but an overall gain of two percentile points was posted.

These tables indicate that in Reading, the School Board goal of progress for all students was not achieved. However the goal was achieved in Language Arts and Mathematics.

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Table 19
Comparison of Percentile Rank of Reading Mean NCE by Grade for 1995-96 and 1996-97

Grade	All Students 95-96	All Students 96-97
Third	63	63
Fourth	64	64
Fifth	63	62
Sixth	61	61
Seventh	64	64
Eighth	63	63
Ninth	60	62
Tenth	66	62
Eleventh	58	58
Combined	63	62

Table 20
Comparison of Percentile Rank of Language Arts Mean NCE by Grade for 1995-96 and 1996-97

Grade	All Students 95-96	All Students 96-97
Third	51	55
Fourth	56	63
Fifth	66	67
Sixth	63	66
Seventh	57	60
Eighth	55	57
Ninth	55	58
Tenth	57	55
Eleventh	53	51
Combined	57	60

Table 21
Comparison of Percentile Rank of Mathematics Mean NCE by Grade for 1995-96 and 1996-97

Grade	All Students 95-96	All Students 96-97
Third	62	63
Fourth	62	69
Fifth	61	63
Sixth	67	68
Seventh	64	66
Eighth	62	64
Ninth	66	67
Tenth	66	65
Eleventh	63	63
Combined	64	66

Table 22

Comparison of Percentile Rank of Reading Mean NCE by Graduating Class for 1995-96 and 1996-97

Class	Grade 95-96	Grade 96-97	Percentile Rank 95-96	Percentile Rank 96-97
2005	3	4	65	66
2004	4	5	65	63
2003	5	6	64	63
2002	6	7	62	66
2001	7	8	67	65
2000	8	9	66	63
1999	9	10	62	64
1998	10	11	69	61
Combined			65	64

Table 23

Comparison of Percentile Rank of Language Arts Mean NCE by Graduating Class for 1995-96 and 1996-97

Class	Grade 95-96	Grade 96-97	Percentile Rank 95-96	Percentile Rank 96-97
2005	3	4	53	64
2004	4	5	58	69
2003	5	6	67	67
2002	6	7	64	62
2001	7	8	60	60
2000	8	9	57	60
1999	9	10	58	50
1998	10	11	60	54
Combined			60	62

Table 24

Comparison of Percentile Rank of Mathematics Mean NCE by Graduating Class for 1995-96 and 1996-97

Class	Grade 95-96	Grade 96-97	Percentile Rank 95-96	Percentile Rank 96-97
2005	3	4	64	70
2004	4	5	64	65
2003	5	6	62	70
2002	6	7	68	68
2001	7	8	67	65
2000	8	9	65	69
1999	9	10	70	68
1998	10	11	70	66
Combined			66	68

- *The cross-grade level spelling "Percentile Rank Score" will be increased by three percentile points while maintaining or improving in all other areas.*

The third academic goal for the District was in the area of spelling. The goal was a three percentile gain across all grade levels. Again, two tables have been prepared, data for all students tested and scores of the students assessed both in 1995-96 and 1996-97. The first table shows that seven grade levels posted gains, one no change, and one decline. There was an overall gain of two percentile points.

The second table, which shows data for students measured both years. Three groups posted gains, two show no change and three declines were observed. The overall or combined score in 1995-96 was 50th percentile with the 1996-97 score being 53rd percentile. This indicates that for the continuing students spelling score or average rose to meet the goal of 3 percentile point gain. These results for spelling are both in the right direction when the combined scores are the issue. In one case the gain is 2 and the other 3. The results are mixed but positive in the area of spelling.

Another positive indication of general improvement is the increase in Writing Mechanics shown by all grade levels (see Table 28). The score reflects improvements in spelling as well as the other areas such as grammar, capitalization and punctuation.

Table 25

Comparison of Percentile Rank of Spelling Mean NCE by Grade for 1995-96 and 1996-97

Grade	All Students 95-96	All Students 96-97
Third	49	52
Fourth	54	58
Fifth	53	54
Sixth	51	51
Seventh	47	50
Eighth	48	49
Ninth	51	52
Tenth	53	50
Eleventh	44	46
Combined	50	52

Table 26

Comparison of Percentile Rank of Spelling Mean NCE by Graduating Class for 1995-96 and 1996-97

Class	Grade 95-96	Grade 96-97	Percentile Rank 95-96	Percentile Rank 96-97
2005	3	4	51	60
2004	4	5	56	55
2003	5	6	55	53
2002	6	7	52	52
2001	7	8	49	50
2000	8	9	50	54
1999	9	10	52	52
1998	10	11	55	48
Combined			50	53

Supportive Learning Environment

We will establish a supportive learning environment by providing safe and caring schools which are barrier-free, by promoting health and wellness, and by collaborating with other community agencies where appropriate.

- *We will implement community-wide activities that will:*

  -focus on increasing parental and community awareness of the critical role families play in the academic success of students.

The Joyce Epstein model for improving school-family-community connections, which has been adopted by the Department of Education, has been introduced to secondary teams. The focus of the model is on six major areas: parenting, communicating, volunteering, learning at home, decision making, and collaborating with community. Through this model the District is making significant progress towards accomplishing this goal and by reinforcing current practices and providing additional support and training the goal can be attained.

The District inventoried the numerous activities currently happening in the areas of parenting, communicating, volunteering, learning at home, decision making and collaborating with the community at the elementary school, middle school, high school, and District levels. Substantial activities took place in each area at each level.

These activities were planned during the 600 person Anchorage Education Summit and will continue on during the 1997-98 school year. Representatives of all schools met to plan their activities with community and business leaders.

-create positive community relations and understanding of issues critical to the Anchorage School District.

The District continued it's Budget Review Team meetings with members of the community, PTA, and District to review the 1996-97 budget and help departments compile a budget for the 1997-98 school year.

- *Every school will have at least one School/Business Partnership.*

All schools in the Anchorage School District had at least one Business/School Partnership with a total of 261 throughout the District. Numerous schools had more than one and King Career Center had the largest number with a total of 18.

Two hundred and fifty-eight Business/School Partnerships will be continuing in the 1997-98 school year. Two businesses closed their doors leaving only one partnership which was not continued. It appears the partnerships are very strong.

A more detailed report on the attainment of non-academic goals was presented to the School Board on August 18, 1997. A copy of Board Memo #10(97-98) is available from the Anchorage School District, Community Education Department.

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Question: How well did Anchorage students perform on the Curriculum Referenced Tests administered during the 1996-97 school year?

Answer: Curriculum Referenced Tests (CRTs) look beyond the national norm referenced tests to focus on skills and performances which are important to the Anchorage curriculum and are not easily measured on selected response (multiple choice) tests. These tests include items specifically selected by Anchorage teachers and curriculum experts, student work products such as writing samples, and ratings of actual student performances. In general, these tests try to go beyond simple factual recall to include demonstrations of what students can actually do. Scores reflect the ability of students to meet the high expectations of the Anchorage School District.

For 1996-97, the writing assessment continued with grades 5, 7 and 10 being assessed in late January. This was done to be consistent with the Alaska Statewide Student Writing Assessment and to allow the return of scored writing samples to teachers and students prior to the end of the school year. The scoring process continued to utilize Anchorage teachers to evaluate papers and the same analytical scoring technique which has been in use in Anchorage for the past six years.

To master a CRT test objective requires a minimum score of 70 percent correct on the items representing the objective or a performance judged as meeting minimum acceptable performance at grade level. Anchorage educators expect quality performance from students and ratings of mastery are hard to achieve.

The percentage of objectives mastered generally falls below the 70 percent mastery expected. Social Studies mastery was attained by 69.4 percent of the students. Science objective mastery reaches 55.3 percent.

Discussion: The performance levels of the samples of students tested during the 1996-97 are shown in Tables 27 and 28. Data included in Table 27 reflect the objective referenced tests administered in spring 1996. For each test, the number of students tested, and test performance in terms of mastery levels are provided.

In this analysis, a student was determined to have mastered an objective if the student correctly answered 70 percent or more of the test items covering the objective. Since an objective was typically measured by four items, either three or four correct responses were usually required to attain mastery. The current mastery level was selected to obtain a low percentage of "false masters" or students who were able to be certified as masters on the basis of guessing alone.

Various factors affect student mastery. The principal factor is the content of instruction and degree to which individual teachers follow the Board approved Anchorage School District curriculum.

A Writing assessment was administered to samples of students in grades 5, 7 and 10 in January 1997. Students were asked to provide an example of their writing in response to a prompt. Their works were scored using a procedure called Analytic Scoring. This process produced scores for each paper in six different areas:

- Ideas and Content
- Voice
- Sentence Structure
- Organization
- Effective Word Choice
- Writing Conventions

Each paper was read and scored by two or more raters, usually teachers experienced with students at that grade level. Scores assigned by raters range from one, the lowest score, to five, the highest score. The average of the individual trait scores for the two readers of a single paper produced scores in the range of one to five for each trait. Those averaged scores are reflected in the distribution of scores provided in Table 28.

Most of the samples were judged to be written at an average or above levels for all six traits for the 5th, 7th and 10th graders. These performances are higher than prior year's results, though no direct comparison may be made since there was a change in the writing assignments as well as teams of scorers.

The score of three on the Writing Score Scale was chosen as significant because it was the score assigned to a middle quality rated paper. As can be seen from Table 28, 62 percent or more of the students in grades 5, 7 and 10 were attaining this rating or higher on their writing samples.

Organization, the area which includes order in which ideas are presented, was the lowest rated area.

Voice is the sense of character of the author and is a strength for 5th, 7th and 10th grade students. Word choice and voice were the strong areas for most students at grade 5. At grade 7 and 10, all areas were identified as strengths with more than 70 percent performing at or above expectation: Ideas and Content, Organization, Voice, Effective Word Choice, and Sentence Structure except for the 7th grade organization percentage of 63.6%. Writing Conventions and Organization were the weakest areas.

Overall, the CRT performances of the students tested in 1996-97 ranged from low to satisfactory. Writing performance continues to be a highlight though from 9 percent to 40 percent of the students are performing below expectation in one or another of the areas assessed across the grades. The improvement in Writing Conventions is consistent with the strong CAT performance in Total Language Arts and the improving performance in CAT spelling. The Writing Assessment performance in Organization is special area of concern.

Writing performance scores for 1996-97 may have been affected by changes to the Alaska Statewide Writing Assessment process more than in years because of the increased volume of rural students papers in the scoring process. In other words, there may have been an effect on our students due to the comparison with others across Alaska, may have resulted in Anchorage student papers looking better relative to the other papers read.

Performance on the draft science and social studies tests must be viewed carefully. These are tests in progress which will continue to be refined over the next year. Initial performance, however indicates our students are coming close to the overall 70% mastery standard in the multiple choice areas though they are still far from the desired 70% in the performance areas where they must apply what they know. Practice and instruction will improve their performances.

Table 27

CRT Performance
by Grade Level
Spring 1997

Content	Grade	Number Tested	Less Than Mastery	Mastery	Greater Than Mastery
Science	8	506	44.7	32.0	23.3
Social Studies	8	360	30.6	40.0	29.4
Social Studies Performance Form A	8	305	55.5	23.9	20.7
Social Studies Performance Form B	8	320	75.3	17.2	7.5

Table 28

Percentage Distribution of Writing Scores
by Grade Level
CRT Testing
Spring 1997

Grade	Area	Number Sampled	Below Expectation	Meeting or Exceeding Expectation
5	Ideas and Content	2,841	29.1	70.6
	Organization		39.8	60.0
	Voice		19.5	80.4
	Effective Word Choice		24.5	75.4
	Sentence Fluency		30.3	69.6
	Writing Conventions		30.2	69.6
7	Ideas and Content	2,374	28.8	71.2
	Organization		36.3	63.6
	Voice		20.0	80.0
	Effective Word Choice		29.7	70.3
	Sentence Fluency		29.9	70.1
	Writing Conventions		28.4	71.6
10	Ideas and Content	2,116	13.6	86.2
	Organization		21.0	78.8
	Voice		8.6	91.2
	Effective Word Choice		10.6	89.1
	Sentence Fluency		13.1	86.6
	Writing Conventions		15.7	84.0

Question: What does the Integrated Language Arts and Social Studies Grade 4 Jamestown performance assessment unit show?

Answer: Anchorage is just starting in the development of assessments of student's performance on actual classroom tasks that are integrated into the instructional process. Initial results from our first integrated instruction and assessment unit show that while substantial numbers of Anchorage students are able to demonstrate the skills they need to perform important academic tasks, a number of students still need to improve.

The Jamestown Assessment Unit pilot test was continued by seventeen teachers and schools in Spring 1997. It demonstrates that an integrated instructional unit can generate consistent information on how well Anchorage students have mastered skills such as listening, map making, reading, cataloguing information, and writing.

The baseline data collected from the pilot test showed that not all students are able to do what must be done to be successful in language arts and social studies. The initial findings suggest that we should continue to take a close look at areas such as listening skills and the ability to edit and improve written work.

Discussion: The Jamestown Assessment Unit was developed to be taught toward the end of the third quarter of fourth grade. It provides a rich and interesting introduction to the English colonization of North America. It is supported by a discussion in the grade four textbook. Additional background materials for teachers include curriculum materials provided by the Center for Social Studies Education at UCLA. Assessment activities for students include materials provided by the National Park Service and Jamestown Historical Park.

The specific skills assessed were identified as important by teams of teachers who worked to identify what students should know and be able to do in Social Studies and Language Arts at the end of grade 4. These teachers emphasized the selection of skills beyond those measured on standardized tests with simple fact oriented multiple-choice questions. They suggested that we focus on skills such as listening, speaking, writing, and complex problem solving related to the specific content areas. Specific language arts and social studies tasks were developed by the Assessment and Evaluation Department working in conjunction with Curriculum Coordinators, Teachers, and University of Alaska Research Assistants.

The performance tasks students do demonstrate the skills that are needed for success in school. Students engage in the same type of work that they are called upon to perform as part of their every day learning and are graded based on the quality of their performance relative to expectations developed for all students. Tasks are presented as part of integrated social studies and language arts lessons on Jamestown.

The performance tasks included in the Jamestown Unit differ from every day class work in a number of ways. Assignments are keyed to important skills which all students are expected to be able to perform. Teachers are prepared and directed to present assignments to students in the same way so that all students have an equal chance to demonstrate their skills. Work samples are observed, collected, or recorded in a standard way by each student in their Jamestown Journal. Grading is done relative to a common scale which is based on exemplary student work.

Teachers are asked to score student work using Districtwide standards. Samples of work are then rescored by teams of trained evaluators including teachers familiar with our students. Scoring is checked to make certain that it is consistent from student to student. Teachers are provided with reports of their scores and the scores assigned by the trained scoring team.

Students learn a substantial amount of information about Jamestown and the early relations between English settlers and Native Americans. Students participate in a number of engaging individual and small group activities over the course of four to six days. Teachers control the time schedule and are free to do as much enrichment as they wish. Teachers are encouraged to be creative and to engage students in learning. Pilot test teachers covered the unit in from 4 to 6 days and spent from 1 to 3 hours on some of the integrated language arts/social studies lessons. Some individual lessons cover more than one day and may include homework activities.

The first assessment element is a listening. Students are asked to listen carefully and write down the information they will need to draw a map of Jamestown. The teacher reads a letter from a young Virginia girl to a London friend which describes the developing settlement and some of the hardships faced by a child. The number of correctly recorded physical features are counted. The correctly identified features ranged from 0 to 21, which was converted to a scale score ranging from one to five with three representing expected performance. Forty-nine percent of the students met or exceeded the expected performance level.

The second assessment calls for map making skills. Prior information includes what was learned from the listening assignment, a video and other text materials. To be judged proficient, the student must produce a map that includes a number of critical details as well as a completed legend, compass rose, and title. Scale scores from one to five were assigned to the student performances. The score of three is the expected level. Fifty-four percent of the students met or exceeded expectation in the map making area.

The third assessment examines reading comprehension. Students read a series of short newspaper articles. Successful students must integrate information from various articles to answer five multiple choice questions and one open-ended short answer. More than seventy percent, half of the students were successful in meeting or exceeding the expected performance of three on a five point scale. Twenty-four percent of the students were able to attain a score of three or more on the open-ended item. Strong performance on the multiple choice questions is consistent with grade four performance on the CAT tests. The problem with integration and application of the information gained from reading in the short answer question is a concern.

The fourth assessment calls for the individual to examine a picture of a Jamestown artifact and complete an archeological catalogue entry. Eighty-six percent of the group had the expected score of three or higher.

Groups of students then combined information from the catalogue entries and used their knowledge of Jamestown to complete a group decision making assignment. Individuals then completed a sheet supporting the group decision. Fifty-one percent were successful.

Students then participated in a writing assessment which called for writing an essay (79 percent completed the essay), participated in a peer editing and revision session (85 percent were successful), and produced a revised essay (79 percent successful). The revised essays were then scored for quality by teachers and a trained ratter group. Rubric based scoring resulted in evidence that most students are able to demonstrate the expected competence in writing.

There was about an overall 80 percent level of consistency between scoring by classroom teachers and trained raters. Some teachers tended to give higher scores than others but among the trained raters there was over 90 percent agreement about the scoring of student work.

Table 29

Grade 4
Integrated Performance Assessment
Language Arts and Social Studies

Assessment Area	Number	Below Expectation	Meets Expectation	Above Expectation
Listening	314	52.2%	35.4%	14.0%
Map Making	328	46.0%	40.6%	13.4%
Reading/Analysis Multiple Choice	328	26.8%	38.7%	34.4%
Reading/Analysis Written Response	271	76.0%	19.2%	4.8%
Archeologist	347	13.7%	28.0%	58.4%
Group Process	326	48.5%	21.5%	30.1%
Writing Process	358	5.0%	7.0%	88.0%
Editing Process	328	30.8%	28.4%	40.9%
Ideas	327	36.7%	39.4%	23.8%
Writing Conventions	328	38.7%	35.7%	25.6%

Question: How well did Anchorage seniors perform on college entrance examinations in 1996-97?

Answer: Anchorage students who plan to go to college often take either or both of the national college entrance examinations, the Scholastic Achievement Test (SAT) or the American College Testing (ACT) program test. The SAT is more commonly required by colleges in the western United States and is taken by more Anchorage graduates than the ACT. In 1996-97, Educational Testing Service reported scores for 1,317 Anchorage seniors on the SAT, 57 percent of the graduating class. American College Testing reported scores for 606 graduates on the ACT, 26 percent of the graduating class. The tests are voluntary and only reflect the performance of (mostly) college-bound students. Looking across the country, the percentage of seniors taking college entry exams ranged from about 5 percent in Mississippi to 80 percent in Massachusetts (Harvard Educational Review, 1995). The proportion of students taking the test has a substantial affect on average scores.

Anchorage seniors do well on both the ACT and SAT. Performance is above the national average on both tests and above the average of students from other Alaska schools. The Anchorage SAT averages of 522 on Verbal, 527 on Mathematics, and 1,049 on SAT Total are above the national averages of 505, 511 and 1,016, respectively. The ACT averages for Anchorage of 21.8 for English, 23.6 for Mathematics, and 23.1 for Composite are above the national averages of 20.3, 20.6, and 21.0 respectively, and above the average scores for the rest of Alaska.

National scores have increased slightly over the past five years as have those of Anchorage. This may be related to the increased number of test takers who report taking a core of college preparatory courses. ACT scores for students who report having taken at least four years of English, three years of Mathematics, three years of Social Studies, and three years of Natural Sciences show that the better prepared students have scores which are about 12 percent higher (on average) than students without this core.

Anchorage students' above average ACT and SAT scores demonstrate the efficiency of the District's preparation program for college bound students. This preparation curriculum assists Anchorage students in generally doing better on the exams than other students from within Alaska and students from across the United States. The results provide strong evidence that our college bound students can and do receive a solid education in the Anchorage School District.

When scores are compared with those of five years ago, an increase is seen for both Anchorage and the United States. When compared with last year, the SAT and ACT English scores are down slightly. The SAT Total is down from 1,056 to 1,059 and the ACT Composite is the same at 23.1. The proportion of graduates taking the SAT has increased while the proportion taking the ACT has declined.

Discussion: Tables 30 and 31 provide the average ACT and SAT scores for the members of the class of 1997 who elected to take the tests. Over half of the Anchorage students elected to take one or both of the college entry exams as high school juniors or seniors. These students indicate that their likely choices of colleges are the University of Alaska Anchorage or public schools in Washington or Oregon.

Table 30 presents the Scholastic Achievement Test (SAT) results for 1996-97. Anchorage students average score of 522 in Verbal was above the national average of 505 and above the average of 519 for the rest of Alaska. The Mathematics score of 527 was above the national average of 511 and the average for the rest of Alaska of 510. The Total Score of 1,049 was above the national average of 1,016 and the average for the rest of Alaska of 1,029. The SAT scale has a standard deviation of 100.

Table 31 presents the American College Testing Program, ACT, results for 1996-97. Anchorage students' average score of 21.8 in English is above the national average of 20.3 and the average for the rest of Alaska of 19.2. The Anchorage Mathematics average of 23.6 is above the national average of 20.6 and the average for the rest of Alaska of 19.7. The Composite average of 23.1 is above the national average of 21.0 and the average for the rest of Alaska of 19.4. These differences are positive and notable though they are not large. Numerically, the standard deviation on the ACT is only 4.5 points

ACT and SAT achievement above that of the nation has been the pattern for Anchorage over the past 10 years. Tables 32 and 33 show the ACT and SAT scores since 1992-93. The proportion of students taking the college entrance examinations has increased over the years with the percent taking the SAT being relatively stable in the 50 percent to 57 percent range and students taking the ACT increasing from about 20 percent to about 30 percent of graduating seniors.

The increase in the popularity of the ACT over recent years may reflect an increased interest in the University of Alaska for Anchorage students. The University of Alaska Anchorage is now the most frequent college choice reported by our Anchorage students.

Table 34 is based on information about college preparation supplied by students when they take the ACT test. Students report the courses they have taken and ACT compares scores of those who have completed the college preparation core, four years of English and three years or more for each of math, social science and natural science, and those who have not. Anchorage students score higher than the comparable national groups for both the groups. The students who have completed the core classes do better than those who have not completed the core. New Anchorage graduation requirements coming into effect for the "Class of 2000" will likely increase the number of students who have completed the academic core in the future.

The College Board, Educational Testing Service, and American College Testing are careful in cautioning users of college entry test scores that data is based on a self-selected group of students which does not reflect the ethnic, cultural, and income characteristics of the student population as a whole. Anchorage college-bound students who take these tests do well. They out perform the national average and the average for the rest of Alaska. We can infer from these results that the Anchorage academic program provides an education with enough rigor and quality that our students who take these tests are prepared to meet the challenges they will face at college.

Table 30

Anchorage School District
Average (Mean) SAT Scores by Geographic Region
1996-97 Seniors

Geographic Region	Number Tested	Average SAT Scores Verbal	Average SAT Scores Mathematics	Average SAT Scores Total
Anchorage	1,317	522	527	1,049
Alaska (Excluding Anchorage)	1,958	519	510	1,029
Alaska (Including Anchorage)	3,275	520	517	1,037
Nation	1,127,021	505	511	1,016
Standard Deviation = 100				

Table 31

Anchorage School District
Average (Mean) ACT Scores by Geographic Region
1996-97 Seniors

Geographic Region	Number Tested	Average Enhanced ACT Scores English	Average Enhanced ACT Scores Mathematics	Average Enhanced ACT Scores Composite
Anchorage	606	21.8	23.6	23.1
Alaska (Excluding Anchorage)	1,583	19.2	19.7	19.4
Alaska (Including Anchorage)	2,189	19.9	20.8	21.0
Nation	959,301	20.3	20.6	21.0
Standard Deviation = 4.5				

Table 32

Anchorage Performances on the Scholastic Achievement Test (SAT) 1992-93 through 1994-95 Estimated Scores 1995 Recentered Scale* 1995-96 and 1996-97 Recentered Scores

	Anchorage Graduates Taking the SAT		Anchorage Average Scores			National Average Scores		
Year	Number	Percent	Verbal	Math	Total	Verbal	Math	Total
1996-97	1,317	57%	522	527	1,049	505	511	1,016
1995-96	1,250	55%	527	529	1,056	505	508	1,013
1994-95	1,157	54%	528	528	1,056	504	506	1,010
1993-94	1,144	53%	512	513	1,025	499	504	1,003
1992-93	1,204	55%	517	513	1,030	500	503	1,003

*Scores converted using software provided by the College Board.

Table 33

Average (Mean) American College Testing (ACT) Scores by Sub-test Area Anchorage Seniors 1992-93 through 1996-97

	Anchorage Graduates Taking the ACT		Enhanced Average ACT Scores			
Year	Number	Percent	English	Math	Composite	National Composite
1996-97	606	26%	21.8	23.6	23.1	21.0
1995-96	681	30%	22.0	22.7	23.1	20.9
1994-95	690	32%	21.9	22.4	22.8	20.8
1993-94	612	28%	21.8	21.9	22.6	20.8
1992-93	630	29%	21.8	21.9	22.6	20.7

Table 34

Anchorage School District
Average ACT Scores by Level of Academic Preparation
Anchorage - Nation
1996-97 School Year

		Anchorage		Nation	
Content Area	Group	Number Tested	Average	Number Tested	Average
English	Core or More *	365	23.1	566,141	21.5
	Less than Core	227	19.8	361,947	18.6
Math	Core or More *	365	25.4	566,141	21.8
	Less than Core	227	20.9	361,947	18.7
Reading	Core or More *	365	25.1	566,141	22.5
	Less than Core	227	22.1	361,947	19.5
Science	Core or More *	365	24.0	566,141	22.1
	Less than Core	227	21.1	361,947	19.6
Composite	Core or More *	365	24.5	566,141	22.1
	Less than Core	227	21.0	361,947	19.3

Notes:

* Core: English -- 4+ years; Mathematics -- 3+ years; Social Science -- 3+ years; Natural Sciences -- 3+ years

** 62 percent of Anchorage ACT test takers reported having completed an academic core. 60 percent of the national group of test takers reported having completed an academic core.

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Question: What is the relationship between family economic status and student achievement?

Answer: While there is no simple causal relationship between family economic status and achievement, there are many factors which relate family economic status to school success. Families with more money have more to spend on books and experiences which enrich the intellectual life of children outside of school. Students from affluent families often have the experience of pre-school, have private places to study, and have access to books and computers. Poverty tends to reduce prenatal care and other health care. School programs that serve students in less affluent areas may have more barriers to overcome.

Discussion: Tables 35, 36, 37, and 38 show a clear pattern in the CAT Total Reading, Total Language Arts, Total Mathematics, and Total Battery scores for those students who qualify for free or reduced lunch prices. Average scores for students eligible for free lunch range from the 32nd to the 45th percentile depending on grade and test area. Average scores for students eligible for reduced price lunches range from the 44th to the 61st percentile. Average scores for students not eligible for free and reduced lunch range from the 61st to the 75th percentile. While individual students on free or reduced lunch may score at any level, the relation of low family income and lower achievement forms a persistent and obvious pattern.

School profiles presented in a later section of the report show that some Anchorage schools have substantial numbers of children who are being raised in poverty. This is one of the many problems affecting students which makes the process of education more difficult.

Tables 39 and 40 show the percentage of students eligible for free and reduced price lunch in each Anchorage elementary and middle level school. The percentage of students ranges from less than 5 percent in the most affluent areas to over 90 percent in the least. Twenty-four of our elementary schools now have at least one child in three on free and reduced lunch and the proportion is more than one in two in eleven schools.

While the Anchorage School District is making a substantial effort to enrich and support children and schools impacted by poverty through Even Start, Title I, and the District's own under-achieving schools initiative; the problem remains substantial. The differences in academic achievement for students and heavily impacted schools are notable and a continuing challenge.

Table 35

CAT Total Reading Scores by Lunch Eligibility Status Spring 1997

Grade Level	Information	Not Eligible for F/R Lunch	Eligible for Reduced Lunch	Eligible for Free Lunch
Grade 3	Percentile	70	50	39
	Number Tested	2,681	227	843
Grade 4	Percentile	70	54	40
	Number Tested	2,482	244	712
Grade 5	Percentile	69	49	36
	Number Tested	2,590	237	742
Grade 6	Percentile	66	49	36
	Number Tested	2,744	191	632
Grade 7	Percentile	68	49	36
	Number Tested	2,592	174	568
Grade 8	Percentile	66	50	38
	Number Tested	2,495	149	436

Table 36

CAT Total Language Arts Scores by Lunch Eligibility Status Spring 1997

Grade Level	Information	Not Eligible for F/R Lunch	Eligible for Reduced Lunch	Eligible for Free Lunch
Grade 3	Percentile	61	44	32
	Number Tested	2,672	223	831
Grade 4	Percentile	68	53	40
	Number Tested	2,482	243	717
Grade 5	Percentile	73	60	45
	Number Tested	2,593	241	744
Grade 6	Percentile	71	52	42
	Number Tested	2,744	191	630
Grade 7	Percentile	65	45	32
	Number Tested	2,595	171	572
Grade 8	Percentile	61	45	33
	Number Tested	2,468	147	434

Table 37

CAT Total Mathematics Scores by Lunch Eligibility Status Spring 1997

Grade Level	Information	Not Eligible for F/R Lunch	Eligible for Reduced Lunch	Eligible for Free Lunch
Grade 3	Percentile	68	53	41
	Number Tested	2,680	223	836
Grade 4	Percentile	75	61	45
	Number Tested	2,489	243	710
Grade 5	Percentile	69	53	41
	Number Tested	2,588	240	742
Grade 6	Percentile	74	50	45
	Number Tested	2,745	191	631
Grade 7	Percentile	70	53	40
	Number Tested	2,605	174	573
Grade 8	Percentile	67	50	36
	Number Tested	2,469	150	429

Table 38

CAT Total Battery Scores by Lunch Eligibility Status Spring 1997

Grade Level	Information	Not Eligible for F/R Lunch	Eligible for Reduced Lunch	Eligible for Free Lunch
Grade 3	Percentile	67	45	35
	Number Tested	2,651	217	820
Grade 4	Percentile	72	55	39
	Number Tested	2,470	243	698
Grade 5	Percentile	73	54	40
	Number Tested	2,570	236	735
Grade 6	Percentile	71	50	38
	Number Tested	2,731	191	623
Grade 7	Percentile	67	47	32
	Number Tested	2,558	169	552
Grade 8	Percentile	66	47	32
	Number Tested	2,430	146	422

Table 39

Free and Reduced Price Lunch - Elementary School
End-of-Year 1997

School	Number of Children Enrolled	Number of Children from Low Income Families *	Percent of Children from Low Income Families *
Abbott Loop	504	132	26.2%
Airport Heights	342	147	43.0%
Alpenglow	550	34	6.2%
Baxter	488	144	29.5%
Bayshore	509	50	9.8%
Bear Valley	488	23	4.7%
Birchwood	357	46	12.9%
Bowman	667	82	12.3%
Campbell	539	88	16.3%
Chester Valley	331	122	36.9%
Chinook	570	166	29.1%
Chugach Optional	271	17	6.3%
Chugiak Elementary	632	115	18.2%
College Gate	451	157	34.8%
Creekside	399	176	44.1%
Denali[1]	501	159	31.7%
Eagle River	438	116	26.5%
Fairview[1,2]	440	371	84.3%
Fire Lake	450	76	16.9%
Girdwood	118	9	7.6%
Government Hill[1]	326	180	55.2%
Homestead	529	25	4.7%
Huffman	476	14	2.9%
Inlet View	261	50	19.2%
Kasuun	602	123	20.4%
Kennedy[1]	347	179	51.6%
Klatt	539	168	31.2%
Kincaid	487	62	12.7%
Lake Hood	473	100	21.1%
Lake Otis	532	201	37.8%
Mt. Spurr	298	39	13.1%
Mt. View[1]	419	381	90.9%
Muldoon[1]	416	275	66.1%
North Star[1,2]	463	340	73.4%
Northern Lights	364	18	4.9%
Northwood	401	148	36.9%
Nunaka Valley	374	169	45.2%
Ocean View	403	40	9.9%
O'Malley	574	18	3.1%
Orion	636	222	34.9%
Ptarmigan[1,3]	346	200	57.8%
Rabbit Creek	504	43	8.5%
Ravenwood	445	13	2.9%
Rogers Park	611	94	15.4%
Russian Jack[1]	420	269	64.0%
Sand Lake	569	71	12.5%
Scenic Park	577	97	16.8%
Spring Hill	593	127	21.4%
Susitna	674	159	23.6%
Taku[3]	457	206	45.1%
Tudor	591	206	34.9%
Turnagain	432	118	27.3%
Tyson[1]	370	310	83.8%
Ursa Major[1]	429	180	42.0%
Ursa Minor[1]	256	126	49.2%
Williwaw[1]	565	415	73.5%
Willow Crest[3]	506	202	39.9%
Wonder Park[1]	483	291	60.2%
Gladys Wood	575	138	24.0%
Polaris	266	9	3.4%
TOTAL	**27,634**	**8,256**	**29.9%**

* Estimate of children from low income families is based on Free/Reduced Lunch Program.

[1] - Title I [2] - Even Start [3] - ASD Under-achieving

Table 40

Free and Reduced Price Lunch - Middle Level
End-of-Year 1997

School	Number of Children Enrolled	Number of Children from Low Income Families *	Percent of Children from Low Income Families *
Benson/Search	96	27	28.1%
Central	753	228	30.3%
Clark[1]	879	460	52.3%
Denali (Montessori)	35	6	17.1%
Girdwood	26	2	7.7%
Gruening	1,021	100	9.8%
Hanshew	1,286	121	9.4%
Mears	1,126	192	17.1%
Polaris	228	2	.9%
Romig[3]	571	179	31.3%
Steller	298	1	.3%
Wendler	1,129	261	23.1%
Total	**7,448**	**1,579**	**21.2%**

* Estimate of children from low income families is based on Free/Reduced Lunch Program.

[1] - Title I [2] - Even Start [3] - ASD Under-achieving

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Question: What is the relationship between student achievement and the length of time a student has been enrolled in the Anchorage School District?

Answer: Students who are more stable tend to do better than students who move. This assertion is born out through the examination of Tables 41, 42, 43, and 44 which compare CAT performance of students who are in their first or second year in Anchorage schools with those continuing students who are in their third or fourth year or have had five or more years with the District. The average scores of students new to Anchorage are below the average of those who have been with us for a few years. It is also generally the case that those who have been in Anchorage schools five or more years do better than those who have been here for only three of four years.

Students who come to Anchorage are at or above the national average by the time they are tested in the spring of their first or second year. Average scores for all Anchorage students in Reading range from the 58th percentile to the 64th. New students scores range from the 51st to the 63rd.

The pattern of higher scores in Reading, Language Arts, Total Mathematics, and the Total Battery supports the argument that students who have continued exposure to the Anchorage curriculum and to instruction provided by Anchorage teachers do well. Students who are in their third or fourth year do better than students in their first or second year, and students who have been here five or more years do best of all.

Discussion: Tables 41, 42, 43, and 44 show the same pattern of higher performance in Reading, Language Arts, Mathematics, and the Total Battery scores for Anchorage students who have had longer tenures in the Anchorage schools. The tables do not examine the relationship between mobility within Anchorage and achievement. Bilingual students who do not speak English may be excluded from CAT testing for their first three years in an English speaking school. Exclusion of these students from the first and second year group and inclusion of these students in the third and fourth and fifth year and more groups has an impact on the Reading and Language Arts scores.

All of the third grade students who started with the District other than those who have been held back or were enrolled in Special Education Pre-School programs are in their third of fourth year. The third grade students who are in their fifth year are generally students who have been held back or they are Special Education students who have an Individual Education Plan which includes standardized testing. Most Special Education students who need academic support are excluded from standardized testing. These students are assessed with instruments appropriate to their level of development and their progress is tracked as part of IEP process. With an emphasis on the inclusion of Special Education students in regular school activities, the number of Special Education students tested on norm referenced tests has been increasing across the District.

The difference in percentile rank scores between new and continuing students ranges from -1 to +10 with a median difference of about +5 percentile points. This is a notable difference in a District as large, diverse, and mobile as the Anchorage School District. It is a reassurance that we here in Anchorage may do it differently than it is done "outside," but we are doing it in such a way that students who stick with us are doing better (on average) than the students who come to join us. Reading and Mathematics are the areas where the differences between new and ongoing students are the most notable suggesting that the emphasis placed on those areas is paying off in higher achievement.

Table 41

Relationship of Tenure in District and Norm-Referenced Test Performance in Total Reading Spring 1997

Grade Level	Information	First or Second Year	Third or Fourth Year	Fifth Year or More	Total
Grade 3*	Percentile	59	66	45	63
	Number Tested	580	2,854	317	3,751
Grade 4	Percentile	63	64	64	64
	Number Tested	488	509	2,441	3,438
Grade 5	Percentile	58	60	62	62
	Number Tested	478	418	2,673	3,569
Grade 6	Percentile	57	55	62	61
	Number Tested	439	382	2,746	3,567
Grade 7	Percentile	55	62	65	64
	Number Tested	428	351	2,555	3,334
Grade 8	Percentile	62	59	64	63
	Number Tested	330	313	2,407	3,050
Grade 9	Percentile	61	61	62	62
	Number Tested	328	292	2,427	3,047
Grade 10	Percentile	57	60	64	62
	Number Tested	320	254	2,291	2,865
Grade 11	Percentile	51	51	60	58
	Number Tested	213	215	1,916	2,344

* The "third or fourth year" column includes some students who are actually in their fifth year, or beyond. Students in grade 3 who have been enrolled for five or more years have been held back or were identified as having special needs and enrolled in pre-school.

Table 42

Relationship of Tenure in District and Norm-Referenced Test Performance in Total Language Arts Spring 1997

Grade Level	Information	First or Second Year	Third or Fourth Year	Fifth Year or More	Total
Grade 3*	Percentile	54	58	36	55
	Number Tested	572	2,837	317	3,726
Grade 4	Percentile	61	63	63	63
	Number Tested	490	508	2,444	3,442
Grade 5	Percentile	65	67	68	67
	Number Tested	482	420	2,667	3,578
Grade 6	Percentile	61	61	67	66
	Number Tested	437	382	2,745	3,565
Grade 7	Percentile	53	60	61	60
	Number Tested	429	350	2,559	3,338
Grade 8	Percentile	54	57	58	57
	Number Tested	327	314	2,408	3,049
Grade 9	Percentile	58	58	58	58
	Number Tested	328	291	2,432	3,051
Grade 10	Percentile	52	53	56	55
	Number Tested	321	255	2,301	2,877
Grade 11	Percentile	51	49	52	51
	Number Tested	214	214	1,920	2,348

* The "third or fourth year" column includes some students who are actually in their fifth year, or beyond. Students in grade 3 who have been enrolled for five or more years have been held back or were identified as having special needs and enrolled in pre-school.

Table 43

Relationship of Tenure in District and Norm-Referenced Test Performance in Total Mathematics Spring 1997

Grade Level	Information	First or Second Year	Third or Fourth Year	Fifth Year or More	Total
Grade 3*	Percentile	60	65	46	63
	Number Tested	572	2,850	317	3,739
Grade 4	Percentile	65	68	70	69
	Number Tested	487	510	2,445	3,442
Grade 5	Percentile	58	61	68	63
	Number Tested	483	420	2,667	3,570
Grade 6	Percentile	64	63	70	68
	Number Tested	440	382	2,745	3,567
Grade 7	Percentile	60	61	67	66
	Number Tested	429	352	2,571	3,352
Grade 8	Percentile	56	61	65	64
	Number Tested	328	312	2,408	3,048
Grade 9	Percentile	65	66	68	67
	Number Tested	328	290	2,430	3,048
Grade 10	Percentile	60	61	67	65
	Number Tested	322	254	2,296	2,872
Grade 11	Percentile	55	62	64	63
	Number Tested	213	217	1,916	2,346

* The "third or fourth year" column includes some students who are actually in their fifth year, or beyond. Students in grade 3 who have been enrolled for five or more years have been held back or were identified as having special needs and enrolled in pre-school.

Table 44

Relationship of Tenure in District and Norm-Referenced Test Performance in Total Battery Spring 1997

Grade Level	Information	First or Second Year	Third or Fourth Year	Fifth Year or More	Total
Grade 3*	Percentile	58	64	41	61
	Number Tested	563	2,814	311	3,688
Grade 4	Percentile	64	65	67	66
	Number Tested	486	505	2,420	3,411
Grade 5	Percentile	63	66	67	67
	Number Tested	475	416	2,650	3,541
Grade 6	Percentile	61	60	68	66
	Number Tested	435	381	2,729	3,545
Grade 7	Percentile	56	62	66	64
	Number Tested	424	344	2,511	3,279
Grade 8	Percentile	60	60	65	64
	Number Tested	321	309	2,368	3,279
Grade 9	Percentile	64	65	65	65
	Number Tested	326	290	2,411	3,027
Grade 10	Percentile	57	60	65	64
	Number Tested	318	253	2,277	2,848
Grade 11	Percentile	53	56	61	60
	Number Tested	212	213	1,897	2,322

* The "third or fourth year" column includes some students who are actually in their fifth year, or beyond. Students in grade 3 who have been enrolled for five or more years have been held back or were identified as having special needs and enrolled in pre-school.

Question: What is the relation between transience during the school year and achievement?

Answer: It may be as hard on a student to change schools as it is for an adult to change jobs. It goes beyond the loss of friends and the task of getting acquainted with a new teacher. Textbooks may be different, the grading system may differ, and the curricular emphasis may not align with the prior school even though the change may be from one Anchorage school to another.

Information on performance and mobility for 1996-97 is similar to that provided in past years. Students who move during the year have notably lower scores in Reading, Language Arts, and Mathematics at all grade levels than do students who have remained in one District school during the year.

Discussion: Tables 45, 46, 47, and 48 describe the differences in average performance for Total Reading, Total Mathematics, Total Language Arts and Total Battery. In general, more than 10 percent of students at a given grade level have made at least one change of schools during the year.

Reading scores range from the 37th to the 55th percentile for students who move. Scores for students who stay in the same program for the year range from the 60th to the 65th percentile. In every case, "stable" students have higher scores; the gap is ten or more percentile points for each grade level.

The same pattern holds true for Total Language Arts, Total Mathematics and Total Battery scores. Students who move tend to have lower scores than students continuing enrollment in the same school.

The mobility of Anchorage students is one element which makes educating students more difficult. While there are many factors beyond making a change of teachers and schools which may affect the test scores of mobile students, the common element is the change of schools. Thousands of students must adapt to new schools within Anchorage each year. Schools in which there is high mobility face a more difficult job than schools where students are stable.

Table 45

Relationship of Total Reading Performance to Transience During School Year Spring 1997

Grade Level	Information	Transient	Not Transient	Total
Grade 3	Percentile	50	65	63
	Number Tested	403	3,348	3,751
Grade 4	Percentile	55	65	64
	Number Tested	384	3,054	3,438
Grade 5	Percentile	47	63	62
	Number Tested	386	3,183	3,569
Grade 6	Percentile	46	62	61
	Number Tested	307	3,260	3,567
Grade 7	Percentile	50	65	64
	Number Tested	331	3,003	3,334
Grade 8	Percentile	44	65	63
	Number Tested	318	2,654	2,972
Grade 9	Percentile	39	64	62
	Number Tested	290	2,757	3,047
Grade 10	Percentile	43	64	62
	Number Tested	271	2,594	2,865
Grade 11	Percentile	37	60	58
	Number Tested	242	2,102	2,344

Table 46

Relationship of Total Language Arts Performance to Transience During School Year
Spring 1997

Grade Level	Information	Transient	Not Transient	Total
Grade 3	Percentile	43	56	55
	Number Tested	400	3,326	3,726
Grade 4	Percentile	52	64	63
	Number Tested	386	3,056	3,442
Grade 5	Percentile	54	69	67
	Number Tested	389	3,189	3,578
Grade 6	Percentile	47	67	66
	Number Tested	308	3,257	3,565
Grade 7	Percentile	40	62	60
	Number Tested	331	3,007	3,338
Grade 8	Percentile	39	60	58
	Number Tested	319	2,652	2,971
Grade 9	Percentile	37	60	58
	Number Tested	289	2,762	3,051
Grade 10	Percentile	33	58	55
	Number Tested	274	2,603	2,877
Grade 11	Percentile	34	53	51
	Number Tested	239	2,109	2,348

Table 47

Relationship of Total Mathematics Performance to Transience During School Year
Spring 1997

Grade Level	Information	Transient	Not Transient	Total
Grade 3	Percentile	49	64	63
	Number Tested	395	3,344	3,739
Grade 4	Percentile	55	70	69
	Number Tested	385	3,057	3,442
Grade 5	Percentile	48	65	63
	Number Tested	390	3,180	3,570
Grade 6	Percentile	51	70	68
	Number Tested	309	3,258	3,567
Grade 7	Percentile	46	68	66
	Number Tested	332	3,020	3,352
Grade 8	Percentile	44	66	64
	Number Tested	313	2,657	2,970
Grade 9	Percentile	42	70	67
	Number Tested	291	2,757	3,048
Grade 10	Percentile	43	68	65
	Number Tested	269	2,603	2,872
Grade 11	Percentile	40	66	63
	Number Tested	241	2,105	2,346

Table 48

Relationship of Total Battery Performance to Transience During School Year
Spring 1997

Grade Level	Information	Transient	Not Transient	Total
Grade 3	Percentile	47	63	61
	Number Tested	390	3,298	3,688
Grade 4	Percentile	54	68	66
	Number Tested	379	3,032	3,411
Grade 5	Percentile	50	68	67
	Number Tested	383	3,158	3,541
Grade 6	Percentile	47	68	66
	Number Tested	301	3,244	3,545
Grade 7	Percentile	45	66	64
	Number Tested	313	2,966	3,279
Grade 8	Percentile	43	66	64
	Number Tested	299	2,621	2,920
Grade 9	Percentile	40	68	65
	Number Tested	282	2,745	3,027
Grade 10	Percentile	40	66	64
	Number Tested	261	2,587	2,848
Grade 11	Percentile	36	62	60
	Number Tested	233	2,089	2,322

Question: How do grades and credits relate to secondary school performance in 1996-97?

Answer: Students in Anchorage are generally graded on a four point scale with a 2.0 grade point average being the equivalent of a middle "C." Grades are the means by which teachers "pay" students for their work. Grades may be given to encourage as well as reward and may reflect effort and attitude as well as the quality of the work produced.

Anchorage high school grades are consistent with the above average basic skills performance measured on the CAT. The average grades for 10,912 students who had one or more marks assigned during 1996-97 was 2.57 or "B-." About 58 percent of the grades given were marks of "A" or "B."

Anchorage high school students attempted an average of 5.71 credits and earned an average of 5.09 credits. The average number of credits earned was 5.26 for grade 9 students, 5.11 for grade 10 students, 5.12 for grade 11 students, and 4.81 for grade 12 students. An Anchorage student requires 21 credits for graduation. An Anchorage student graduating in 2,000 requires 24 credits for graduation.

Tables 49 and 50 reflecting the performance have been added this year to reflect District emphasis on middle level education. While classes and grades do not have the same effect on matriculation that they have in grades 9-12, they are a precursor of high school performance.

Examination of Tables 51 and 52 shows that there was a slight increase in high school credits attempted and credits earned over the prior year. However, the relative number of low and unacceptable grades remains high with more than 20 percent of the grades reflecting "D" or "F" performance: Language Arts, 24 percent; Mathematics 30 percent; Science 27 percent; and Social Studies, 26 percent. Just over 10 percent of the grades earned are "Fs." There were more than 6,900 grades of "D" and 6,700 grades of "F" received last year.

The Graduation Support Service Program was initiated during the 1996-97 school year. It is an after-school program which allows students to make up credits that they did not earn during the regular day. In addition, a summer program organized in the same manner as G.S.S. was initiated during the summer of 1997. Both programs will be continued during the 1997-98 school year. In excess of 1000 students made use of the service to make up required course work without falling further behind in their regular school program.

Tables 49, 50, 51, and 52 show that most students are fully enrolled and moving forward. The overall mean grade point average of 2.7 reflects that grades are generally higher in middle level than high school. However, the rigor of the curriculum and the high expectations of teachers are reflected in rate of "D" and "F" grades.

The negative relation between poor attendance and grades remains strong with a correlation above .5. While many factors affect both grades and attendance, they are strongly linked with those students who miss school regularly tending to earn lower grades.

Discussion: Tables 49, 50, 51, and 52 present the grades, credits attempted, credits earned, grade point average, average absences and the correlation between grade point average and attendance for the 10,912 students who were issued report cards in 1996-97. The data is drawn from the District Student Information System which contains transcript information for all secondary students. Averages and standard deviations of average scores are presented to provide a sense of the range of scores. Two-thirds of the scores are within one standard deviation above or below the average. The combination of the 5.09 average credits earned grades 9-12 with the standard deviation of 1.41 shows that about two-thirds of the students would be expected to have earned between 15 and 26 credits.

The majority of students do, of course, earn enough credits to graduate in four years. Students who fail courses have opportunities to retake the classes and to gain the credits necessary to graduate. The opportunity to complete the credits needed has increased over the past year. Students can now make-up credits through summer school, extended day courses in their home schools after regular school hours, and non-district alternatives such as the state correspondence program. Some students also continue into a fifth year of high school.

Table 51 shows a strong secondary program with most students making adequate progress toward graduation though the average of 5.09 credits earned is not sufficient to produce the 21 credits needed for graduation for all students. Table 52 supports these averages by showing the number and percentage of various letter grades earned during the year. From 10 to 14 percent of the grades earned are "F" with over 1,300 students earning failing grades in Language Arts and 1,200 having failures in Mathematics. While there are twice as many earning grades of "A" or "B" than "D" or "F", the pattern of more than 20 percent of our secondary students earning grades of "D" or "F" has remained consistent. Students who earn such grades are not meeting the standards set by their teachers and are not demonstrating the level of performance needed for success beyond high school.

The correlation between attendance and school success remains strong. It is stronger at high school than middle level where more students make use of District transportation and attendance is higher. Keeping students present and interested continues to be the first factor in success.

It is important that we consider the experience of students who are failing and what must be done to help and encourage them to do what they must be able to do for academic success. We will continue to monitor the academic performance of Anchorage students as more rigorous course work is required in secondary courses and students are confronted with increased graduation requirements.

Table 49

Middle School Student Class and GPA Analysis by Grade Spring 1997

Data Type	7	8	7 - 8
Number of Students	3,384	3,093	6,477
Average Courses Attempted	6.80	6.79	6.80
Average Courses Earned	6.21	6.20	6.20
Mean Grade Point Average	2.75	2.72	2.73
Average Absences per Course	4.73	5.16	4.93
Absence - GPA Correlation	-0.4439	-0.4251	-0.4346

Table 50

Distribution of Attempted Classes and Earned Marks by Area Combined Grades 7 - 8 Spring 1997

	Total Students	Percent A	Percent B	Percent C	Percent D	Percent F*
Language Arts	7,154.25	29.81%	27.05%	20.29%	11.43%	11.42%
Mathematics	6,548.75	24.25%	28.96%	22.37%	13.29%	11.15%
Science	6,336.75	25.89%	27.57%	22.29%	12.44%	11.82%
Social Studies	6,320.75	31.92%	25.97%	19.92%	11.38%	10.81%
All Courses	44,019.50	36.87%	26.55%	18.33%	9.54%	8.72%

*Includes "F," "WF," and "I."

Table 51

High School Student Credit and GPA Analysis by Grade Spring 1997

Data Type	9	10	11	12	9-12
Number of Students	3,138	3,021	2,511	2,242	10,912
Average Credits Attempted	5.91	5.89	5.68	5.22	5.71
Average Credits Earned	5.26	5.11	5.12	4.81	5.09
Mean Grade Point Average	2.54	2.42	2.63	2.76	2.57
Average Absences per Course	4.64	5.44	5.79	6.29	5.47
Absence - GPA Correlation	-0.5575	-0.5503	-0.4882	-0.4656	-0.5013

Table 52

Distribution of Attempted Credits and Earned Marks by Area Combined Grades 9 - 12 Spring 1997

	Total Credits	Percent A	Percent B	Percent C	Percent D	Percent F*
Language Arts	11,339.50	27.34%	27.68%	21.15%	12.05%	11.78%
Mathematics	9,096.25	18.40%	25.40%	26.24%	15.89%	14.07%
Science	8,516.00	22.30%	26.44%	24.07%	14.61%	12.59%
Social Studies	9,827.25	28.20%	24.61%	21.03%	13.04%	13.10%
All Courses	62,319.50	32.91%	25.31%	19.82%	11.13%	10.83%

*Includes "F," "WF," and "I."

Question: What was the level of attendance for District students in 1996-97?

Answer: More students were attending Anchorage schools than ever before. Ninety-four percent of the students were in school on the average school day of 1996-97. The rate of attendance was consistent with that of prior years. Attendance has not been a systemic problem in Anchorage.

Discussion: Table 53 shows that overall attendance in Anchorage was good with an overall average of 93.8 percent during the 1996-97 school year. Attendance in Anchorage schools has been about 94 percent for the past several years. Overall level of attendance is not a major problem area. While this is a good attendance rate, it means there are between 2,500 and 3,000 students missing on the average school day.

Table 53

Anchorage School District
Five Year History of District Wide Attendance
1992-93 through 1996-97

School Year	Average Daily Membership	Average Daily Attendance	Percent Attendance
1996-97	47,500.7	44,537.9	93.8%
1995-96	47,046.9	44,133.5	93.8%
1994-95	46,881.6	44,235.3	94.4%
1993-94	46,712.1	43,934.6	94.1%
1992-93	45,878.9	43,209.3	93.8%

Question: How many students dropped out of the Anchorage School District last year?

Answer: It is difficult to accurately assess the true number of dropouts because students frequently leave school without giving their reason for leaving. Students who leave may enroll in another public school system, a private school, a home-study program, or G.E.D. program without notifying District. This is particularly true for students who complete a school year and do not reappear to enroll at the start of the following year and other programs may not request records. If a student leaves and we have no information, we consider the student to be a dropout.

Analysis of District records show that from 2.5 percent to 3.2 percent of Anchorage students have left school during the school term each of the past five years with their last known intention being to "dropout." The figure for 1996-97 was 3.08 percent, which is similar to recent years.

The dropout patterns varied by racial-ethnic group. American Native students were more likely to drop out than were students from other backgrounds. The next most likely group to drop out was Hispanic students. White students were the least likely to drop out though in absolute numbers the 846 White dropouts account for more than half of the 1,594 school year dropouts. The drop out rates for Asian and Black students increased from 1995-96 to 1996-97. Rates declined slightly for Native, Hispanic, and White students.

Analysis of the enrollment pattern of the group of students who entered ninth grade in 1993-94 and should have graduated with the class of 1997 indicates that about 14 percent of the students may have dropped out of school over their expected four year high school career. Another 13 percent left over the summer. In all, 63.4 percent of the students who started as freshmen in 1993-94 completed 12th grade in Anchorage.

Discussion: A dropout is most often thought of as an individual who leaves school without obtaining a high school diploma. When students leave school in Anchorage during the course of the school year, the school registrar reports their reason for leaving using a set of standard District codes. Table 54 is based on an analysis of students who left an Anchorage school during the school year and were coded as dropouts by school registrars between 1992-93 and 1996-97. The table shows that the number of students leaving is a small percentage of the Anchorage student body ranging from a low of 2.45 percent (1,230 students) in 1992-93 to a high of 3.17 percent in 1995-96. About 1,600 students have left school as dropouts in each of the past three years.

Table 54 shows that among the racial-ethnic groups, American Native students are the most likely to drop out during the school year. White students are the least likely to leave school as dropouts. Asian and Hispanic groups show a pattern of increased numbers of dropouts over the past five years. The drop-out rate for American Natives, Hispanics, and Whites declined from 1995-96 to 1996-97.

The identification of the actual number of dropouts is complicated by the fact that many students leave the school district during the summer months and neither the students nor their parents report that they are moving. Table 55 presents information on those students who entered high school as freshmen in September 1993 and who, with normal matriculation, would have graduated with the class of 1996-97.

There were 3,216 students who entered the freshmen class in September 1993. Of those 2,039, or 63.4 percent of the group, completed their senior year in Anchorage in 1996-97. There were 450, or 14 percent, who were shown on the school records as dropouts. Another 300, or 9.3 percent, indicated that they were transferring out of the Anchorage School District. Three students died and six students were suspended from school and did not return. Four hundred and eighteen (418) students left during the summer and did not indicate their intentions. Some of the 418 summer leavers may have been dropouts who finished a school year but decided not to return to the Anchorage School District or any other educational program the next year. Others may have enrolled in programs elsewhere. The 418 students who left over the summer corresponded to 13 percent of the class of 1996-97.

Tables 56 and 57 also examine the holding pattern of the District through high school. Table 56 reviews the class entering ninth grade in 1993 as to its mobility pattern for each year of high school. Table 57 presents a five year historical perspective on transfer patterns, presenting the overall patterns for the entering ninth grade classes in 1989, 1990, 1991, 1992, and 1993.

The data in Table 56, the grade level review of the entering high school class in 1993, demonstrate an increasing tendency to drop out with increased grade level (.8 percent dropped out during grade 9, 3.1 percent during grade 10, 5.7 percent during grade 11, and 8.3 percent during grade 12) coupled with a decreasing likelihood to transfer from the District with increased grade level (3.7 percent transferred in grade 9, 3.2 percent in grade 10, 2.5 percent in grade 11, and 1.2 percent in grade 12).

The tendency to "disappear" over the summer declined with grade level (5.7 percent leaving between grades 9 and 10, 4.5 percent leaving between grades 10 and 11, and 4.0 percent leaving between grades 11 and 12). The summer leaving pattern is closer to the transfer pattern than to the dropout pattern, suggesting, though not proving, that a large number of the summer leavers are in fact transfers who did not report their move out of Anchorage.

The five-year history provided in Table 57 demonstrates a pattern of fluctuating holding power. Dropout figures fluctuate up and down in the range of 13 to 15 percent. Similarly, summer leaving was in the range of 12 to 13 percent. From 9 to 10 percent of each entering high school class transferred out of the District during its anticipated four years in high school.

The dropout rates in Anchorage have not changed dramatically over the years, though the rate in 1996-97 was slightly lower than last year. The information on holding power suggests that several hundred Anchorage students leave school each year without benefit of a completed program. Leaving school without completing high school represents a total breakdown of the school-student interaction. The dropout situation may be symptomatic of the alienation of a significant portion of the local population from the educational activities in the schools.

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Table 54

Anchorage School District
School Year Dropouts
1992-93 to 1996-97

	American Natives	Asian/ Pacific Islanders	Black	Hispanics	Whites	Total
1996-97						
Enrollment	6,143	3,844	4,599	2,511	34,638	51,735
Final Dropouts	374	114	165	95	846	1,594
Percent Dropouts	6.09%	2.97%	3.59%	3.78%	2.44%	3.08%
1995-96						
Enrollment	5,877	3,622	4,456	2,340	35,200	51,495
Final Dropouts	475	106	157	94	899	1,631
Percent Dropouts	6.38%	2.93%	3.52%	4.02%	2.55%	3.17%
1994-95						
Enrollment	5,753	3,404	4,577	2,133	35,608	51,475
Final Dropouts	366	95	185	79	890	1,615
Percent Dropouts	6.36%	2.79%	4.04%	3.70%	2.50%	3.14%
1993-94						
Enrollment	5,414	3,216	4,596	1,998	35,797	51,021
Final Dropouts	384	70	162	81	841	1,538
Percent Dropouts	7.09%	2.18%	3.52%	4.05%	2.35%	3.01%
1992-93						
Enrollment	5,222	3,036	4,404	1,815	35,646	50,123
Final Dropouts	292	57	112	65	704	1,230
Percent Dropouts	5.59%	1.88%	2.54%	3.58%	1.97%	2.45%

Table 55

Anchorage School District
Four -Year Transfer Pattern
of Students in Grade 9
at Beginning of 1993-94 School Year
Ethnic Group Patterns

	American Natives	Asian/ Pacific Islanders	Black	Hispanics	Whites	Total
Beginning of Ninth Grade Membership *	303 100.0%	231 100.0%	305 100.0%	123 100.0%	2,254 100.0%	3,216 100.0%
Completed/ Early Graduate or still enrolled 6/96	156 51.5%	158 68.4%	163 53.4%	61 49.6%	1,501 66.6%	2,039 63.4%
Transfer Out of ASD	30 9.9%	24 10.4%	37 12.1%	16 13.0%	193 8.6%	300 9.3%
Death of Student	0 0.0%	0 0.0%	0 0.0%	0 0.0%	3 0.1%	3 0.1%
Suspensions	0 0.0%	1 0.4%	0 0.0%	1 0.8%	4 0.2%	6 0.2%
Drop Out	83 27.4%	20 8.7%	58 19.0%	26 21.1%	263 11.7%	450 14.0%
Summer Leavers from Ninth Grade Cohort	34 11.2%	28 12.1%	47 15.4%	19 15.4%	290 12.9%	418 13.0%

* Students enrolled on 9/30/93 were considered in school at the "Beginning of the Year"

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Table 56

Anchorage School District Four-Year Transfer Pattern of Students in Grade 9 at Beginning of 1993-94 School Year Grade Level Patterns

	Grade Nine	Grade Ten	Grade Eleven	Grade Twelve	Total
Beginning of Ninth Grade Membership	3,216 100.0%	2,888 100.0%	2,574 100.0%	2,234 100.0%	3,216 100.0%
Completed/ Early Graduate	0 0.0%	0 0.0%	24 0.9%	2,015 90.2%	2,039 63.4%
Transfer Out of ASD	118 3.7%	91 3.2%	64 2.5%	27 1.2%	300 9.3%
Death of Student	0 0.0%	2 0.1%	0 0.0%	1 0.0%	3 0.1%
Suspension	0 0.0%	0 0.0%	0 0.0%	6 0.3%	6 0.2%
Drop Out	27 0.8%	90 3.1%	148 5.7%	185 8.3%	450 14.0%
Summer Leaver	183 5.7%	131 4.5%	104 4.0%	0 0.0%	418 13.0%
Continued Enrollment	2,888 89.8%	2,574 89.1%	2,234 86.8%	0 0.0%	0 0.0%

*Students enrolled on 9/30/93 were considered in school at the "Beginning of Year."

** Information on students continuing beyond four years were not available at the time of this report.

Table 57

Anchorage School District
Four-Year Transfer Pattern
of Students in Grade 9
at Beginning of 1988-1989
through the 1992-93 School Year
Five-Year History

Class of:	1993	1994	1995	1996	1997
Beginning of Ninth Grade Cohort Membership*	2,769 100.0%	2,731 100.0%	2,975 100.0%	3,156 100.0%	3,216 100.0%
Completed/ Early Graduate/ or Still Enrolled in 6/96	1,807 65.3%	1,716 62.8%	1,845 62.0%	1,949 61.8%	2,039 63.4%
Transfer Out of ASD	237 8.6%	285 10.4%	293 9.8%	294 9.3%	300 9.3%
Death of Student	5 0.2%	3 0.1%	3 0.1%	3 0.1%	3 0.1%
Suspensions	2 0.1%	1 0.0%	3 0.1%	4 0.1%	6 0.2%
Drop Out	376 13.6%	356 13.0%	447 15.0%	499 15.8%	450 14.0%
Summer Leaver	342 12.4%	370 13.5%	384 12.9%	407 12.9%	418 13.0%

*Students enrolled on 9/30 were considered in school at the "Beginning of the Year.'

Question: Do the performance patterns of the various ethnic-racial groups which make up the Anchorage student population differ from overall District performance?

Answer: Yes. Since 70 percent of Anchorage students are White, this group dominates the statistical average. There are substantial differences among the various ethnic groups with the White group generally having higher average achievement scores, less mobility, and lower utilization of the free lunch program.

Discussion: Several tables follow which examine the performances of the American Native (Tables 58 to 66), Asian/Pacific Islander (Tables 67 to 75), Black (Tables 76 to 84), Hispanic (Tables 85 to 93), and White (Tables 94 to 102) ethnic racial groups. The tables provide a comprehensive collection of statistics for each group.

Each set of tables follows the same organization. First, there are breakdowns of CAT performance including average scores in Total Reading, Total Language Arts, Total Mathematics, and Total Battery for grades 3 through 11. There is then a summary of ITBS/TAP Reading, Language Arts, and Math scores from 1992-93 through 1994-95 in grades 4, 6, 8, and 11 and CAT performance including average scores in Total Reading, Total Language Arts, Total Mathematics, and Total Battery for 1995-96 and 1996-97 in grades 3 through 11.

Test scores are followed by the number and percentage of elementary children from low income families, a breakdown of secondary credits and grade point averages, a breakdown of secondary grades by subject area, and annual counts of school year dropouts from 1991-92 through 1995-96.

The tables show that there is a substantial disparity among the groups on the academic and economic indicators. Minority students on average have lower test scores. Minority students are twice as likely to be from low income families. Average credit attainment for minority secondary students is below the 5.25 annual average needed to reach the 21 credits required for high school graduation.

A higher number of minority students earn grades of "D" and "F." More than 20 percent of the grades earned by Black students in Language Arts, Math, Science, or Social Studies are "F." And, dropout rates are notably higher than the District average for Hispanic, American Native, and Black students.

There continues to be a substantial disparity among ethnic groups. Achievement differences are consistent across grades, credits, and test scores. The groups are similar in the high proportion of minority students, better than 40 percent of elementary students, qualify for free or reduced price lunch based on family income.

Heritage and ethnicity are not causes of lower test scores, grades, or credit attainment. Individual students from all groups are present among Anchorage high achievers. Average group performance must, however, be a concern and causes of differences deserve further exploration. The disparity in scores among Anchorage students suggest that the effort must continue to help all children achieve academic success.

Table 58

Anchorage School District
American Native
Total Reading CAT Results
Spring 1997

Grade	Number Tested	Percentile Rank
3	384	40
4	381	41
5	389	37
6	391	44
7	341	37
8	284	42
9	254	38
10	226	50
11	164	43

Table 59

Anchorage School District
American Native
Total Language Arts CAT Results
Spring 1997

Grade	Number Tested	Percentile Rank
3	380	31
4	384	42
5	393	45
6	391	47
7	349	35
8	285	42
9	254	39
10	228	42
11	162	35

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Table 60

Anchorage School District
American Native
Total Mathematics CAT Results
Spring 1997

Grade	Number Tested	Percentile Rank
3	382	46
4	382	49
5	393	46
6	392	54
7	353	47
8	280	45
9	253	49
10	228	56
11	164	45

Table 61

Anchorage School District
American Native
Total Battery CAT Results
Spring 1997

Grade	Number Tested	Percentile Rank
3	375	36
4	375	41
5	387	41
6	389	47
7	336	36
8	272	40
9	250	42
10	225	50
11	161	40

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Table 62

Anchorage School District
American Native
Percentile Rank Scores Corresponding to
Average (Mean) NCE Scores
ITBS and TAP 1992-93 to 1994-95
CAT 1995-96 to 1996-97

Grade	Area	96-97		95-96		94-95		93-94		92-93	
		No.	%ile	No.	%ile	No.	%ile	No.	%ile	No.	%ile
3	Reading	384	40	383	41						
3	Language Arts	380	31	383	30						
3	Mathematics	382	46	384	46						
3	Total Battery	375	36	378	38						
4	Reading	381	41	385	43	381	38	359	31	354	34
4	Language Arts	384	42	392	33	371	39	348	35	353	35
4	Mathematics	382	49	396	44	382	46	354	41	354	42
4	Total Battery	375	41	373	39						
5	Reading	389	37	384	43						
5	Language Arts	393	45	384	49						
5	Mathematics	393	46	384	45						
5	Total Battery	387	41	375	46						
6	Reading	391	44	346	38	326	41	310	37	302	44
6	Language Arts	391	47	347	40	313	43	307	37	295	42
6	Mathematics	392	54	342	50	321	45	310	42	298	48
6	Total Battery	389	47	341	40						
7	Reading	341	37	312	46						
7	Language Arts	349	35	313	38						
7	Mathematics	353	47	312	49						
7	Total Battery	336	36	304	44						
8	Reading	284	42	282	44	253	45	242	38	251	46
8	Language Arts	285	42	282	39	251	50	228	44	238	48
8	Mathematics	280	45	280	49	246	48	249	40	244	44
8	Total Battery	272	40	272	44						
9	Reading	254	38	244	42						
9	Language Arts	254	39	263	40						
9	Mathematics	253	49	265	52						
9	Total Battery	250	42	243	45						
10	Reading	226	50	168	45						
10	Language Arts	228	42	190	39						
10	Mathematics	228	56	191	49						
10	Total Battery	225	50	163	45						
11	Reading	164	43	160	42	149	48	134	48	127	46
11	Language Arts	162	35	181	36						
11	Mathematics	164	45	182	46	151	45	136	43	130	50
11	Total Battery	161	40	157	40						

Table 63

Anchorage School District
American Native
Free/Reduced Price Lunch Information
Spring 1997

Year	School Level	Number of Children Enrolled	Number of Children from Low Income Families *	Percent of Children from Low Income Families *
1996-97	Elementary	3,357	1,204	35.8%

* Estimate of children from low income families is based on Free/Reduced Lunch Program.

Table 64

American Native
Secondary Students
Credit and GPA Analysis
by Grade -- Spring 1997

Data Type	9	10	11	12	9-12
Number of Students	268	247	176	169	860
Average Credits Attempted	5.92	5.81	5.53	5.11	5.65
Average Credits Earned	4.68	4.42	4.60	4.18	4.49
Mean Grade Point Average	2.04	1.93	2.26	2.30	2.11
Average Absences per Course	6.35	6.94	6.70	7.35	6.79
Absence - GPA Correlation	-0.6523	-0.6174	-0.5900	-0.5453	-0.5942

Table 65

American Native
Distribution of Attempted Credits
and Earned Marks by Area
Combined Grades 9 - 12
Spring 1997

	Total Credits	Percent A	Percent B	Percent C	Percent D	Percent F*
Language Arts	894.50	17.33%	22.97%	21.32%	14.28%	24.10%
Mathematics	680.00	11.88%	21.43%	25.85%	18.24%	22.61%
Science	639.50	12.08%	19.94%	24.86%	18.96%	24.16%
Social Studies	770.75	15.70%	19.95	22.83%	15.67%	25.85%
All Courses	4,859.00	21.70%	22.79%	21.37%	13.63%	20.50%

*Includes "F," "WF," and "I."

Table 66

Anchorage School District
American Native
School Year Dropouts
1992-93 to 1996-97

Year	Enrollment	Final Dropouts	Percent Dropouts
1996-97	6,143	374	6.09%
1995-96	5,877	375	6.38%
1994-95	5,753	366	6.36%
1993-94	5,414	384	7.09%
1992-93	5,222	292	5.59%

Table 67

Anchorage School District
Asian/Pacific Islander
Total Reading CAT Results
Spring 1997

Grade	Number Tested	Percentile Rank
3	275	53
4	268	57
5	257	45
6	262	46
7	256	46
8	242	46
9	217	46
10	217	45
11	162	33

Table 68

Anchorage School District
Asian/Pacific Islander
Total Language Arts CAT Results
Spring 1997

Grade	Number Tested	Percentile Rank
3	274	52
4	266	63
5	258	61
6	261	62
7	253	52
8	242	49
9	217	53
10	218	49
11	163	39

Table 69

Anchorage School District
Asian/Pacific Islander
Total Mathematics CAT Results
Spring 1997

Grade	Number Tested	Percentile Rank
3	272	60
4	268	71
5	257	58
6	262	66
7	255	61
8	243	59
9	218	68
10	218	66
11	164	60

Table 70

Anchorage School District
Asian/Pacific Islander
Total Battery CAT Results
Spring 1997

Grade	Number Tested	Percentile Rank
3	272	55
4	266	64
5	256	56
6	260	58
7	251	52
8	242	52
9	217	58
10	217	55
11	162	43

Table 71

Anchorage School District
Asian/Pacific Islanders
Percentile Rank Scores Corresponding to Average (Mean) NCE Scores
ITBS & TAP 1992-93 to 1994-95
CAT 1995-96 to 1996-97

Grade	Area	96-97		95-96		94-95		93-94		92-93	
		No.	%ile	No.	%ile	No.	%ile	No.	%ile	No.	%ile
3	Reading	275	53	262	56						
3	Language Arts	274	52	262	51						
3	Mathematics	272	60	261	64						
3	Total Battery	272	55	260	58						
4	Reading	268	57	245	50	223	48	216	43	205	43
4	Language Arts	266	63	241	53	224	59	214	54	205	50
4	Mathematics	268	71	242	59	223	63	215	57	208	56
4	Total Battery	266	64	238	54						
5	Reading	257	45	247	46						
5	Language Arts	258	61	247	61						
5	Mathematics	257	58	247	61						
5	Total Battery	256	56	247	57						
6	Reading	262	46	245	48	219	47	200	54	210	50
6	Language Arts	261	62	247	58	217	55	201	61	209	54
6	Mathematics	262	66	243	64	222	59	203	65	215	61
6	Total Battery	260	58	242	57						
7	Reading	256	46	223	48						
7	Language Arts	253	52	221	50						
7	Mathematics	255	61	221	62						
7	Total Battery	251	52	218	54						
8	Reading	242	46	226	51	228	49	165	49	201	49
8	Language Arts	242	49	226	51	229	60	168	59	198	61
8	Mathematics	243	59	225	64	229	58	169	59	200	64
8	Total Battery	242	52	225	57						
9	Reading	217	46	184	43						
9	Language Arts	217	53	217	49						
9	Mathematics	218	68	216	67						
9	Total Battery	217	58	182	54						
10	Reading	217	45	140	45						
10	Language Arts	218	49	171	46						
10	Mathematics	218	66	173	62						
10	Total Battery	217	55	139	50						
11	Reading	162	33	148	38	167	42	162	45	175	48
11	Language Arts	163	39	188	42						
11	Mathematics	164	60	193	61	173	58	162	57	175	66
11	Total Battery	162	43	145	47						

Table 72

Asian/Pacific Islander
Anchorage School District
Free/Reduced Price Lunch Information
Spring 1997

Year	School Level	Number of Children Enrolled	Number of Children from Low Income Families *	Percent of Children from Low Income Families *
1996-97	Elementary	2,029	527	25.9%

* Estimate of children from low income families is based on Free/Reduced Lunch Program.

Table 73

Anchorage School District
Asian/Pacific Islander
Secondary Students Credit and GPA Analysis by Grade
Spring 1997

Data Type	9	10	11	12	9-12
Number of Students	251	240	186	192	869
Average Credits Attempted	5.95	5.93	5.78	5.42	5.79
Average Credits Earned	5.24	5.22	4.98	4.90	5.10
Mean Grade Point Average	2.69	2.64	2.52	2.70	2.64
Average Absences per Course	3.82	4.15	5.46	6.15	4.78
Absence - GPA Correlation	-0.6876	-0.6114	-0.6359	-0.6836	-0.6385

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Table 74

Asian/Pacific Islanders
Distribution of Attempted Credits and Earned Marks by Area
Combined Grades 9 - 12
Spring 1997

	Total Credits	Percent A	Percent B	Percent C	Percent D	Percent F*
Language Arts	937.00	33.80%	26.55%	17.40%	9.63%	12.62%
Mathematics	754.50	25.28%	23.00%	20.94%	15.71%	15.08%
Science	677.50	27.38%	27.56%	19.41%	12.21%	13.44%
Social Studies	785.00	32.17%	23.06%	18.22%	12.26%	14.30%
All Courses	5,030.75	37.45%	24.12%	16.59%	9.97%	11.86%

*Includes "F," "WF," and "I."

Table 75

Anchorage School District
Asian/Pacific Islanders
School Year Dropouts
1992-93 to 1996-97

Year	Enrollment	Final Dropouts	Percent Dropouts
1996-97	3,844	114	2.97%
1995-96	3,622	106	2.93%
1994-95	3,404	95	2.79%
1993-94	3,216	70	2.18%
1992-93	3,036	57	1.88%

Table 76

Anchorage School District
Black
Total Reading CAT Results
Spring 1997

Grade	Number Tested	Percentile Rank
3	339	42
4	288	45
5	304	36
6	274	38
7	302	40
8	243	37
9	259	37
10	261	36
11	182	30

Table 77

Anchorage School District
Black
Total Language Arts CAT Results
Spring 1997

Grade	Number Tested	Percentile Rank
3	337	36
4	292	43
5	305	49
6	272	43
7	302	38
8	243	35
9	261	35
10	264	32
11	186	26

Table 78

Anchorage School District
Black
Total Mathematics CAT Results
Spring 1997/

Grade	Number Tested	Percentile Rank
3	341	42
4	292	48
5	303	40
6	273	41
7	304	43
8	239	35
9	260	42
10	264	37
11	186	33

Table 79

Anchorage School District
Black
Total Battery CAT Results
Spring 1997

Grade	Number Tested	Percentile Rank
3	330	37
4	288	44
5	302	41
6	270	38
7	297	38
8	239	34
9	255	37
10	259	33
11	182	27

Table 80

Anchorage School District
Black
Percentile Rank Scores Corresponding to Average (Mean) NCE Scores
ITBS & TAP 1992-93 to 1994-95 and CAT 1995-96 and 1996-97

Grade	Area	96-97		95-96		94-95		93-94		92-93	
		No.	%ile	No.	%ile	No.	%ile	No.	%ile	No.	%ile
3	Reading	339	42	300	41						
3	Language Arts	337	36	303	32						
3	Mathematics	341	42	303	41						
3	Total Battery	330	37	300	37						
4	Reading	288	45	280	46	266	33	324	33	280	30
4	Language Arts	292	43	284	38	257	36	318	34	278	33
4	Mathematics	292	48	290	42	264	36	319	36	279	36
4	Total Battery	288	44	275	41						
5	Reading	304	36	273	37						
5	Language Arts	305	49	274	45						
5	Mathematics	303	40	271	37						
5	Total Battery	302	41	268	39						
6	Reading	274	38	298	40	263	35	302	41	318	40
6	Language Arts	272	43	299	43	255	37	298	41	318	41
6	Mathematics	273	41	300	45	262	36	297	41	317	40
6	Total Battery	270	38	295	41						
7	Reading	302	40	262	40						
7	Language Arts	302	38	266	33						
7	Mathematics	304	43	259	39						
7	Total Battery	297	38	254	37						
8	Reading	243	37	278	47	270	36	239	33	272	43
8	Language Arts	243	35	276	39	266	43	230	39	270	47
8	Mathematics	239	35	274	43	265	34	237	30	265	37
8	Total Battery	239	34	270	43						
9	Reading	259	37	235	37						
9	Language Arts	261	35	261	37						
9	Mathematics	260	42	263	46						
9	Total Battery	255	37	234	39						
10	Reading	261	36	214	37						
10	Language Arts	264	32	230	27						
10	Mathematics	264	37	228	34						
10	Total Battery	259	33	210	31						
11	Reading	182	30	176	36	168	40	162	37	175	39
11	Language Arts	186	26	190	36						
11	Mathematics	186	33	188	38	170	36	164	33	175	28
11	Total Battery	182	27	173	35						

Table 81

Anchorage School District
Black
Free/Reduced Price Lunch Information
Spring 1997

Year	School Level	Number of Children Enrolled	Number of Children from Low Income Families *	Percent of Children from Low Income Families *
1996-97	Elementary	2,417	977	40.4%

* Estimate of children from low income families is based on Free/Reduced Lunch Program.

Table 82

Black Secondary Students
Credit and GPA Analysis
by Grade
Spring 1997

Data Type	9	10	11	12	9-12
Number of Students	273	269	185	168	895
Average Credits Attempted	5.92	5.91	5.56	5.21	5.71
Average Credits Earned	4.87	4.79	4.76	4.70	4.79
Mean Grade Point Average	2.08	1.98	2.19	2.50	2.15
Average Absences per Course	4.78	5.44	5.32	5.62	5.25
Absence - GPA Correlation	-0.5740	-0.5180	-0.4953	-0.4318	-0.4974

Table 83

Black Distribution
of Attempted Credits
and Earned Marks by Area
Combined Grades 9 - 12
Spring 1997

	Total Credits	Percent A	Percent B	Percent C	Percent D	Percent F*
Language Arts	943.25	14.58%	25.84%	25.10%	17.57%	16.91%
Mathematics	754.00	6.56%	16.88%	31.66%	22.61%	22.28%
Science	684.50	7.96%	20.56%	29.11%	21.95%	20.41%
Social Studies	814.25	16.06%	22.17%	24.38%	16.92%	20.48%
All Courses	5,109.50	19.97%	23.74%	23.87%	16.37%	16.06%

*Includes "F," "WF," and "I."

Table 84

Anchorage School District
Black
School Year Dropouts
1992-93 to 1996-97

Year	Enrollment	Final Dropouts	Percent Dropouts
1996-97	4,599	165	3.59%
1995-96	4,456	157	3.52%
1994-95	4,577	185	4.04%
1993-94	4,596	162	3.52%
1992-93	4,404	112	2.54%

Table 85

Anchorage School District
Hispanic
Total Reading CAT Results
Spring 1997

Grade	Number Tested	Percentile Rank
3	176	47
4	142	52
5	146	41
6	148	50
7	151	47
8	118	46
9	130	44
10	109	40
11	71	32

Table 86

Anchorage School District
Hispanic
Total Language Arts CAT Results
Spring 1997

Grade	Number Tested	Percentile Rank
3	174	40
4	142	49
5	146	52
6	148	52
7	149	44
8	117	44
9	131	46
10	109	34
11	73	31

Table 87

Anchorage School District
Hispanic
Total Mathematics ITBS Results
Spring 1997

Grade	Number Tested	Percentile Rank
3	173	52
4	142	54
5	147	48
6	148	54
7	150	49
8	117	47
9	131	51
10	109	42
11	73	38

Table 88

Anchorage School District
Hispanic
Total Battery CAT Results
Spring 1996

Grade	Number Tested	Percentile Rank
3	171	44
4	140	50
5	146	47
6	148	51
7	146	45
8	115	45
9	130	48
10	109	38
11	71	31

Table 89

Anchorage School District
Hispanic
Percentile Rank Scores Corresponding to Average (Mean) NCE Scores
ITBS & TAP 1992-93 to 1994-95
CAT 1995-96 and 1996-97

Grade	Area	96-97		95-96		94-95		93-94		92-93	
		No.	%ile	No.	%ile	No.	%ile	No.	%ile	No.	%ile
3	Reading	176	47								
3	Language Arts	174	40								
3	Mathematics	173	52								
3	Total Battery	171	44								
4	Reading	142	41	135	45	136	44	134	41	111	35
4	Language Arts	142	52	132	36	134	41	126	45	109	37
4	Mathematics	142	48	133	39	135	47	134	49	110	41
4	Total Battery	140	47	132	39						
5	Reading	146	50	150	45						
5	Language Arts	146	52	150	51						
5	Mathematics	147	54	151	47						
5	Total Battery	146	51	149	48						
6	Reading	148	47	138	43	108	46	130	38	120	45
6	Language Arts	148	44	138	49	108	47	132	39	117	41
6	Mathematics	148	49	139	50	111	44	131	40	121	43
6	Total Battery	148	45	137	46						
7	Reading	151	46	122	43						
7	Language Arts	149	44	123	41						
7	Mathematics	150	47	124	46						
7	Total Battery	146	45	121	42						
8	Reading	118	44	130	43	115	44	85	39	90	51
8	Language Arts	117	46	130	39	112	45	82	43	89	51
8	Mathematics	117	51	130	42	113	41	87	37	89	44
8	Total Battery	115	48	127	41						
9	Reading	130	40	92	37						
9	Language Arts	131	34	111	36						
9	Mathematics	131	42	111	46						
9	Total Battery	130	38	91	39						
10	Reading	109	32	72	40						
10	Language Arts	109	31	81	35						
10	Mathematics	109	38	82	44						
10	Total Battery	109	31	70	39						
11	Reading	71	32	70	42	92	42	72	42	69	38
11	Language Arts	73	31	77	39						
11	Mathematics	73	38	80	44	92	35	70	35	67	28
11	Total Battery	71	31	70	41						

Table 90

Anchorage School District
Hispanic
Free/Reduced Price Lunch Information
Spring 1997

Year	School Level	Number of Children Enrolled	Number of Children from Low Income Families *	Percent of Children from Low Income Families *
1996-97	Elementary	1,383	585	42.2%

* Estimate of children from low income families is based on Free/Reduced Lunch Program.

Table 91

Hispanic Secondary Students
Credit and GPA Analysis
by Grade
Spring 1997

Data Type	9	10	11	12	9-12
Number of Students	146	120	77	92	435
Average Credits Attempted	5.91	5.89	5.58	5.41	5.74
Average Credits Earned	5.01	4.59	4.64	4.79	4.78
Mean Grade Point Average	2.25	1.99	2.24	2.49	2.23
Average Absences per Course	5.03	6.58	6.40	6.11	5.93
Absence - GPA Correlation	-0.5155	-0.6589	-0.4711	-0.5144	-0.5478

Table 92

Hispanic Distribution of Attempted Credits and Earned Marks by Area
Combined Grades 9 - 12
Spring 1997

	Total Credits	Percent A	Percent B	Percent C	Percent D	Percent F*
Language Arts	472.50	23.07%	21.75%	22.06%	15.93%	17.20%
Mathematics	355.25	12.32%	21.46%	26.95%	15.41%	23.86%
Science	343.00	12.83%	23.83%	24.93%	20.19%	18.22%
Social Studies	391.75	16.85%	23.29%	24.89%	18.63%	16.34%
All Courses	2,497.00	24.33%	23.26%	21.33%	14.39%	16.70%

*Includes "F," "WF," and "I."

Table 93

Anchorage School District
Hispanic
School Year Dropouts
1992-93 to 1996-97

Year	Enrollment	Final Dropouts	Percent Dropouts
1996-97	2,511	95	3.78%
1995-96	2,340	94	4.02%
1994-95	2,133	79	3.70%
1993-94	1,998	81	4.05%
1992-93	1,815	65	3.58%

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Table 94

Anchorage School District
White
Total Reading CAT Results
Spring 1997

Grade	Number Tested	Percentile Rank
3	2,577	70
4	2,359	70
5	2,473	70
6	2,492	67
7	2,281	70
8	2,163	69
9	2,187	68
10	2,052	69
11	1,765	64

Table 95

Anchorage School District
White
Total Language Arts CAT Results
Spring 1997

Grade	Number Tested	Percentile Rank
3	2,561	60
4	2,358	68
5	2,476	73
6	2,493	71
7	2,285	66
8	2,162	61
9	2,188	63
10	2,058	61
11	1,764	57

Table 96

Anchorage School District
White
Total Mathematics CAT Results
Spring 1997

Grade	Number Tested	Percentile Rank
3	2,571	67
4	2,358	73
5	2,470	69
6	2,492	74
7	2,290	70
8	2,169	68
9	2,186	72
10	2,053	70
11	1,759	68

Table 97

Anchorage School District
White
Total Battery CAT Results
Spring 1997

Grade	Number Tested	Percentile Rank
3	2,540	66
4	2,342	71
5	2,450	73
6	2,478	72
7	2,249	69
8	2,130	67
9	2,175	71
10	2,038	69
11	1,746	65

Table 98

Anchorage School District
White
Percentile Rank Scores Corresponding to Average (Mean) NCE Scores
ITBS & TAP 1992-93 to 1994-95 – CAT 1995-96 and 1996-97

Grade	Area	96-97		95-96		94-95		93-94		92-93	
		No.	%ile	No.	%ile	No.	%ile	No.	%ile	No.	%ile
3	Reading	2,577	70	2,409	70						
3	Language Arts	2,561	60	2,409	58						
3	Mathematics	2,571	67	2,414	67						
3	Total Battery	2,540	66	2,381	67						
4	Reading	2,359	70	2,506	70	2,624	59	2,460	60	2,595	59
4	Language Arts	2,358	68	2,505	62	2,590	58	2,381	58	2,572	56
4	Mathematics	2,358	73	2,534	69	2,630	66	2,447	65	2,575	64
4	Total Battery	2,342	71	2,481	68						
5	Reading	2,473	70	2,534	71						
5	Language Arts	2,476	73	2,541	72						
5	Mathematics	2,470	69	2,528	67						
5	Total Battery	2,450	73	2,501	73						
6	Reading	2,492	67	2,357	69	2,473	64	2,517	63	2,577	63
6	Language Arts	2,493	71	2,351	69	2,435	62	2,497	60	2,563	59
6	Mathematics	2,492	74	2,357	73	2,473	67	2,511	66	2,576	67
6	Total Battery	2,478	72	2,331	72						
7	Reading	2,284	70	2,289	72						
7	Language Arts	2,285	66	2,295	64						
7	Mathematics	2,290	70	2,283	70						
7	Total Battery	2,249	69	2,249	70						
8	Reading	2,163	69	2,254	70	2,215	64	2,127	66	2,161	67
8	Language Arts	2,162	61	2,253	60	2,220	67	2,084	67	2,126	66
8	Mathematics	2,169	68	2,245	66	2,245	64	2,123	64	2,163	65
8	Total Battery	2,130	67	2,208	68						
9	Reading	2,187	68	1,852	67						
9	Language Arts	2,188	63	2,184	61						
9	Mathematics	2,186	72	2,187	71						
9	Total Battery	2,175	71	1,846	68						
10	Reading	2,052	69	1,669	73						
10	Language Arts	2,058	61	1,946	63						
10	Mathematics	2,053	70	1,941	72						
10	Total Battery	2,038	69	1,651	73						
11	Reading	1,765	64	1,442	65	1,666	67	1,551	66	1,608	62
11	Language Arts	1,764	57	1,659	59						
11	Mathematics	1,759	68	1,676	68	1,674	68	1,557	65	1,608	68
11	Total Battery	1,746	65	1,421	66						

Table 99

Anchorage School District
White
Free/Reduced Price Lunch Information
Spring 1997

Year	School Level	Number of Children Enrolled	Number of Children from Low Income Families *	Percent of Children from Low Income Families *
1996-97	Elementary	18,454	2534	13.7%

* Estimate of children from low income families is based on Free/Reduced Lunch Program.

Table 100

White Secondary Students
Credit and GPA Analysis
by Grade
Spring 1997

Data Type	9	10	11	12	9-12
Number of Students	2,200	2,145	1,887	1,621	7,853
Average Credits Attempted	5.91	5.89	5.70	5.20	5.71
Average Credits Earned	5.40	5.24	5.23	4.88	5.21
Mean Grade Point Average	2.66	2.53	2.74	2.85	2.68
Average Absences per Course	4.48	5.35	5.76	6.28	5.40
Absence - GPA Correlation	-0.5162	-0.5297	-0.4680	-0.4274	-0.4686

Table 101

White Distribution
of Attempted Credits
and Earned Marks by Area
Combined Grades 9 - 12
Spring 1997

	Total Credits	Percent A	Percent B	Percent C	Percent D	Percent F*
Language Arts	8,092.25	29.43%	28.90%	21.05%	11.22%	9.42%
Mathematics	6,552.50	19.98%	27.28%	26.23%	14.93%	11.58%
Science	6,171.50	24.92%	27.78%	23.90%	13.30%	10.11%
Social Studies	7,065.50	31.15%	25.65%	20.55%	12.09%	10.56%
All Courses	44,823.25	35.56%	26.01%	19.47%	10.21%	8.74%

*Includes "F," "WF," and "I."

Table 102

Anchorage School District
Whites
School Year Dropouts
1992-93 to 1996-97

Year	Enrollment	Final Dropouts	Percent Dropouts
1996-97	34,638	846	2.44%
1995-96	35,200	899	2.55%
1994-95	35,608	890	2.50%
1993-94	35,797	841	2.35%
1992-93	35,646	704	1.97%

Question: What is the level of satisfaction among students, staff, and parents with the programs of the Anchorage School District?

Answer: Parents, students, and staff are given the opportunity to express their feelings on a variety of school related issues on surveys conducted as part of the School Report Card process each spring. The tables which follow provide the overall responses from across the District and responses broken down by elementary, middle level, and secondary programs. Individual school results were provided to schools in the spring and taken into account in the preparation of School Report Cards for 1996-1997.

In general, parent, student, and staff responses are positive toward the Anchorage School District and individual school programs. Individuals were asked the extent to which they would agree with a number of statements. Some of the cross-District highlights include:

- A majority (53%) of parents indicate that they either agree (42%) or strongly agree (11%) with the performance of the Anchorage School District.
- A majority (90%) of parents indicate that they either agree (47%) or strongly agree (33%) with the performance of the program in which their children are enrolled.
- A majority (84%) of parents indicate that they either agree (34%) or strongly agree (50%) with the performance of those who teach their children.

- A majority (78%) of students indicate that they either agree (27%) or strongly agree (52%) that their teachers want them to do well in school.
- A majority (71%) of students indicate that they either agree (35%) or strongly agree (36%) that their teachers will help them to understand something that is a problem.
- A majority (80%) of students indicate that they either agree (31%) or strongly agree (49%) that they can get good grades when they try.
-
- A majority (84%) of staff indicate that they either agree (46%) or strongly agree (38%) that they are satisfied with their job.
- A majority (81%) of staff indicate that they either agree (34%) or strongly agree (47%) that the principal and other school staff provide needed support for working with students.
- A majority (81%) of staff indicate that they either agree (33%) or strongly agree (49%) that the principal and other school staff provide needed support for working with parents.

If the responses of parents, teachers, and students were considered as a grading scale with a "Strongly Agree" to a positive statement being equivalent to an "A," the overall response would be in the "B" range. Parents could be said to give the District as a whole a grade of "B-" and their local school a grade of "A-." These are good marks from those community members who know the schools best when considered in terms of general public concerns with the quality of American education.

Discussion: The primary purpose of School Report Card surveys is to give parents, students, and staff an opportunity to share their feelings on general issues related to satisfaction with their school and their job. Surveys are made available late in the year close to the time of the last elementary parent-teacher conferences and secondary report card pickup. There are substantial differences in the proportion of parents and staff responding at various schools and various grade levels. Students in grades 3 - 12 were surveyed in class at school. All surveys were anonymous and there was the opportunity to write comments. Surveys with comments were returned to school principals in time to be considered for the School Report Card.

A standard set of questions for parents, students, and staff was prepared at the request of the School Board. Individual schools and levels were allowed to add additional questions and all school surveys included questions on the success of the individual school goals. Information on school goal success is included in the section of this report which provides individual school profiles.

Tables 103, 104, and 105 summarize the parent, student, and staff surveys by question for the District as a whole. These summary tables are followed by a breakdown of the results for each of the three instructional levels. Elementary results are presented in tables 106, 107 and 108. Middle Level results are presented in tables 109, 110, and 111. High School results are presented in 112, 113 and 114.

While overall responses are positive at all three levels, elementary responses were the most positive. Response rates for parent and staff surveys varied greatly from school-to-school. In general, the response rate for parents was best at elementary and weakest at high school. Many differences between educational levels and schools are statistically significant.

Table 103
Anchorage School District
Parent Report Card Survey
Number = 8,866

Question	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
When I think about how well our Anchorage schools are doing, I am generally SATISFIED with:					
The performance of the Anchorage School District.	11.1%	42.2%	28.0%	14.3%	4.4%
The performance of my child's school.	33.0%	46.5%	14.2%	4.6%	1.7%
The performance of my child's teacher(s).	50.3%	33.8%	10.3%	4.0%	1.6%
When I think about what is being taught, I am general SATISFIED with:					
The instruction my child receives.	35.0%	43.9%	11.3%	6.0%	3.8%
The curriculum at our school.	31.5%	47.6%	14.5%	4.9%	1.5%
When I think about my relationship with the staff, school, and information, I am SATISFIED with:					
My interactions with the principal.	26.8%	32.3%	31.1%	5.4%	4.5%
My interactions with the school office staff.	31.8%	41.2%	21.6%	3.7%	1.6%
My interactions with my child's teachers.	52.7%	34.3%	9.7%	2.2%	1.1%
My ability to get information on classes and school activities.	43.6%	41.6%	10.4%	3.4%	1.0%
Information I get on my child's progress.	50.6%	37.2%	7.4%	3.7%	1.2%
To what extent do you AGREE with each of the following statements?					
I have the ability to review school books and library materials.	31.1%	37.7%	24.4%	5.4%	1.5%
I am invited to make suggestions about the library materials to be included or excluded.	17.3%	27.2%	38.4%	12.3%	4.8%
I feel welcome at school.	47.3%	33.3%	9.3%	5.3%	4.8%
My child is safe at school.	36.0%	43.6%	13.5%	5.2%	1.7%
My child is safe on the way to and from school.	33.1%	40.6%	16.8%	6.9%	2.5%
I received a copy of the "Student Rights and Responsibilities" document.	48.1%	35.9%	11.1%	2.7%	2.1%
I feel that my child's needs are being met.	32.0%	45.7%	14.5%	5.8%	2.1%

Table 104
Anchorage School District
Student Report Card Survey
Number = 23,692

Question	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
Our school is clean and well maintained.	15.5%	35.7%	30.7%	11.8%	6.2%
My teachers listen to what I say.	27.1%	34.1%	25.5%	8.5%	4.8%
My teachers care about me.	33.8%	30.1%	25.5%	6.4%	4.2%
I am treated fairly by adults here at school.	22.5%	33.3%	26.4%	11.5%	6.3%
I am treated fairly by other students.	15.2%	35.6%	29.9%	11.6%	7.7%
I find my school work interesting.	16.3%	24.8%	33.0%	14.6%	11.4%
I understand the school work I am given.	23.7%	38.3%	28.9%	6.3%	2.7%
Our school rules are fair.	22.5%	25.4%	25.7%	14.8%	11.6%
I was given a "Student Rights and Responsibilities."	39.3%	25.8%	21.3%	6.2%	7.5%
My teachers treat me with respect.	32.8%	33.4%	22.9%	6.9%	4.0%
Students here treat me with respect.	14.5%	34.0%	31.3%	11.3%	8.8%
Our school rules are fairly enforced.	22.9%	29.1%	27.7%	12.0%	8.3%
I like school.	23.4%	23.4%	28.1%	10.5%	14.6%
I am safe at school.	28.5%	30.8%	25.1%	9.3%	6.2%
If I have a problem understanding something, my teacher will help me.	36.0%	35.0%	21.1%	4.9%	3.0%
If I have a problem at school, I know where I can go for help.	37.5%	34.1%	19.1%	5.6%	3.7%
Our school is a friendly place.	17.1%	29.0%	33.9%	12.4%	7.6%
Have chances to participate in school activities.	37.0%	36.0%	18.6%	4.8%	3.6%
I use computers to do my work at school.	14.5%	19.9%	27.0%	18.0%	20.6%
When I have problems with my school, I can get help at home.	45.8%	27.7%	16.9%	5.4%	4.1%
When I do good work at school, it is recognized.	28.4%	29.8%	25.6%	10.0%	6.3%
I get good grades when I try.	48.8%	30.8%	14.2%	3.6%	2.6%
I use computers in my classes.	17.1%	18.6%	25.0%	17.6%	21.6%
The library/media center has the materials I need to do my school work.	21.8%	28.6%	30.6%	10.9%	8.0%
I feel welcome at school.	24.9%	32.0%	29.2%	7.7%	6.2%
I feel safe on the bus and at the bus stop.	17.1%	22.5%	40.7%	8.1%	11.5%
My teachers want me to do well in school.	51.6%	27.0%	15.5%	3.0%	2.8%

Table 105
Anchorage School District
Staff Report Card Survey
Number = 1,545

Question	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
Indicate the extent to which you are satisfied with:					
your job.	37.5%	46.3%	8.2%	7.1%	1.0%
involvement in decision making at school.	21.5%	40.0%	22.6%	10.9%	5.0%
the District curriculum.	5.7%	30.4%	36.2%	20.0%	7.7%
opportunities for training on the District curriculum and materials.	11.9%	35.7%	31.0%	16.5%	4.9%
We are provided with adequate information before new practices or procedures are implemented.	8.6%	30.4%	26.1%	26.5%	8.4%
The principal and other staff provide me with the support I need when working with students.	47.1%	34.3%	10.1%	6.1%	2.3%
The principal and other staff provide me with the support I need when working with parents.	48.8%	32.8%	11.7%	4.9%	1.9%
The administrator(s) are approachable.	59.3%	26.2%	8.5%	4.2%	1.9%
The administrator(s) are available if I need help.	47.4%	32.7%	11.1%	6.2%	2.6%
The work load in this school is equitably divided.	18.5%	36.0%	20.9%	16.6%	8.0%
We have freedom in our selection of materials.	33.4%	41.7%	18.5%	4.7%	1.8%
I have freedom in selection of teaching materials.	39.2%	38.5%	17.2%	3.9%	1.2%
I have input in purchase of supplemental material.	31.3%	41.2%	19.7%	5.6%	2.2%
Instruction here focuses on student success in meeting the District goals.	34.4%	45.2%	15.0%	3.7%	1.7%
The District curriculum is well defined.	10.1%	36.6%	34.3%	14.6%	4.4%
Teachers here work together effectively.	32.2%	42.2%	15.6%	8.1%	1.9%
Staff and teachers have good working relationships.	38.2%	43.1%	11.1%	6.2%	1.3%
Our school rules are fairly enforced.	30.5%	39.0%	14.6%	9.8%	6.1%
I feel safe at school.	42.9%	37.0%	11.2%	7.2%	1.6%

Anchorage School District
Staff Report Card Survey
(Continued)
Number = 997

Question	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
Students are safe here.	35.7%	40.6%	12.8%	9.2%	1.7%
School staff are treated with respect by students.	15.3%	43.0%	19.2%	17.0%	5.5%
Students are treated with respect by staff.	37.6%	51.3%	8.8%	1.8%	.5%
Conference/planning time is adequate.	17.2%	32.5%	20.1%	19.8%	10.3%
I integrate computers/technology into instruction.	19.5%	36.0%	25.9%	12.1%	6.4%
Library/media resources are adequate.	16.2%	40.4%	20.8%	15.6%	7.0%
Student guidance and counseling are adequate.	15.0%	29.1%	20.5%	20.9%	14.6%
When I do good work it is recognized.	22.3%	35.6%	22.7%	13.4%	6.1%
Staff morale is high.	14.3%	33.5%	24.4%	18.2%	9.6%
We have good support from our parents.	14.0%	36.4%	27.0%	17.4%	5.2%
Students here are well behaved.	8.4%	43.2%	25.2%	17.7%	5.5%

Table 106
Elementary
Parent Report Card Survey
Number = 7,177

Question	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
When I think about how well our Anchorage schools are doing, I am generally SATISFIED with:					
The performance of the Anchorage School District.	11.0%	42.0%	28.3%	14.3%	4.3%
The performance of my child's school.	34.3%	45.4%	14.2%	4.4%	1.7%
The performance of my child's teacher(s).	54.0%	30.3%	10.0%	3.9%	1.8%
When I think about what is being taught, I am general SATISFIED with:					
The instruction my child receives.	37.0%	41.9%	10.8%	5.9%	4.4%
The curriculum at our school.	33.1%	47.2%	14.1%	4.3%	1.4%
When I think about my relationship with the staff, school, and information, I am SATISFIED with:					
My interactions with the principal.	27.6%	32.6%	29.4%	5.7%	4.8%
My interactions with the school office staff.	32.7%	41.2%	20.9%	3.6%	1.5%
My interactions with my child's teachers.	56.2%	31.8%	8.9%	1.9%	1.1%
My ability to get information on classes and school activities.	47.1%	40,6%	9.3%	2.4%	.6%
Information I get on my child's progress.	54.9%	35.4%	6.4%	2.5%	.8%
To what extent do you AGREE with each of the following statements?					
I have the ability to review school books and library materials.	33.6%	38.4%	22.2%	4.6%	1.3%
I am invited to make suggestions about the library materials to be included or excluded.	18.4%	28.8%	36.4%	11.7%	4.7%
I feel welcome at school.	49.1%	31.1%	8.4%	5.7%	5.6%
My child is safe at school.	39.1%	42.5%	12.3%	4.4%	1.6%
My child is safe on the way to and from school.	35.3%	38.9%	16.4%	6.9%	2.5%
I received a copy of the "Student Rights and Responsibilities" document.	47.5%	35.5%	11.9%	2.9%	2.2%
I feel that my child's needs are being met.	34.3%	45.3%	13.6%	5.1%	1.7%

Table 107
Elementary
Student Report Card Survey
Number = 12,106

Question	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
Our school is clean and well maintained.	23.1%	39.3%	27.3%	7.1%	3.2%
My teachers listen to what I say.	43.2%	32.7%	17.1%	4.3%	2.7%
My teachers care about me.	54.2%	27.7%	13.9%	2.4%	1.9%
I am treated fairly by adults here at school	34.4%	35.0%	19.8%	7.0%	3.8%
I am treated fairly by other students.	18.0%	32.3%	28.6%	12.2%	8.9%
I find my school work interesting.	26.6%	29.1%	27.8%	8.6%	7.9%
I understand the school work I am given.	30.4%	37.5%	25.3%	4.7%	2.1%
Our school rules are fair.	36.2%	27.7%	19.6%	9.3%	7.2%
I was given a "Student Rights and Responsibilities."	49.1%	23.1%	18.3%	3.8%	5.7%
My teachers treat me with respect.	51.1%	29.9%	13.4%	3.5%	2.2%
Students here treat me with respect.	17.0%	32.1%	29.2%	11.6%	10.1%
Our school rules are fairly enforced.	34.7%	29.5%	22.4%	7.8%	5.6%
I like school.	35.5%	22.6%	22.1%	7.9%	12.0%
I am safe at school.	44.0%	28.8%	17.2%	5.7%	4.3%
If I have a problem understanding something, my teacher will help me.	53.2%	29.4%	13.1%	2.4%	1.9%
If I have a problem at school, I know where I can go for help.	52.1%	29.1%	12.9%	3.2%	2.7%
Our school is a friendly place.	26.8%	32.0%	26.9%	8.4%	5.8%
Have chances to participate in school activities.	49.2%	31.4%	13.5%	3.3%	2.5%
I use computers to do my work at school.	18.1%	19.4%	26.0%	13.8%	22.7%
When I have problems with my school, I can get help at home.	59.4%	22.7%	11.8%	3.0%	3.1%
When I do good work at school, it is recognized.	41.3%	29.6%	19.3%	5.7%	4.1%
I get good grades when I try.	58.5%	25.1%	11.2%	3.0%	2.2%
I use computers in my classes.	26.5%	21.4%	22.9%	10.8%	18.4%
The library/media center has the materials I need to do my school work.	31.5%	28.5%	25.4%	8.1%	6.5%
I feel welcome at school.	38.6%	31.2%	20.2%	4.9%	5.1%
I feel safe on the bus and at the bus stop.	18.0%	16.9%	45.8%	7.1%	12.2%
My teachers want me to do well in school.	75.2%	16.7%	5.9%	1.0%	1.2%

Table 108
Elementary
Staff Report Card Survey
Number = 997

Question	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
Indicate the extent to which you are satisfied with:					
your job.	39.9%	45.3%	7.7%	6.2%	.9%
involvement in decision making at school.	27.4%	42.9%	19.8%	7.8%	2.0%
the District curriculum.	5.0%	31.7%	36.0%	20.2%	7.1%
opportunities for training on the District curriculum and materials.	13.9%	41.0%	28.3%	13.5%	3.4%
We are provided with adequate information before new practices or procedures are implemented.	9.1%	29.6%	27.5%	26.5%	7.2%
The principal and other staff provide me with the support I need when working with students.	52.6%	31.9%	9.2%	4.7%	1.7%
The principal and other staff provide me with the support I need when working with parents.	55.1%	29.5%	10.2%	3.8%	1.3%
The administrator(s) are approachable.	64.6%	24.0%	6.7%	3.7%	.9%
The administrator(s) are available if I need help.	52.5%	30.7%	9.7%	5.4%	1.8%
The work load in this school is equitably divided.	21.8%	39.4%	18.4%	14.4%	6.0%
We have freedom in our selection of materials.	35.1%	42.2%	16.5%	4.9%	1.3%
I have freedom in selection of teaching materials.	42.4%	37.7%	15.9%	3.1%	.8%
I have input in purchase of supplemental material.	32.2%	43.6%	17.9%	5.0%	1.3%
Instruction here focuses on student success in meeting the District goals.	39.9%	45.1%	12.2%	2.1%	.7%
The District curriculum is well defined.	12.0%	39.1%	32.9%	12.3%	3.7%
Teachers here work together effectively.	38.6%	39.2%	13.6%	6.7%	1.8%
Staff and teachers have good working relationships.	44.3%	39.1%	10.3%	4.8%	1.4%

Elementary
Staff Report Card Survey
(Continued)
Number = 997

Question	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
Our school rules are fairly enforced.	37.1%	38.7%	13.1%	7.8%	3.4%
I feel safe at school.	52.5%	35.1%	7.7%	4.0%	.8%
Students are safe here.	44.9%	39.8%	9.2%	5.2%	.9%
School staff are treated with respect by students.	18.6%	44.0%	19.3%	14.6%	3.5%
Students are treated with respect by staff.	47.5%	45.3%	5.7%	1.0%	.5%
Conference/planning time is adequate.	13.5%	28.3%	19.9%	24.6%	13.8%
I integrate computers/technology into instruction.	19.3%	40.9%	25.5%	9.6%	4.7%
Library/media resources are adequate.	17.7%	42.3%	19.0%	15.3%	5.7%
Student guidance and counseling are adequate.	14.1%	22.1%	19.4%	22.9%	21.5%
When I do good work it is recognized.	25.5%	39.7%	20.7%	10.5%	3.7%
Staff morale is high.	18.4%	37.7%	21.9%	15.1%	6.9%
We have good support from our parents.	17.3%	36.7%	24.3%	16.1%	5.6%
Students here are well behaved.	9.8%	46.2%	23.3%	14.8%	5.8%

Table 109
Middle Level
Parent Report Card Survey
Number = 2,828

Question	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
When I think about how well our Anchorage schools are doing, I am generally SATISFIED with:					
The performance of the Anchorage School District.	12.6%	44.7%	25.2%	13.5%	4.0%
The performance of my child's school.	29.4%	51.0%	13.5%	4.2%	1.8%
The performance of my child's teacher(s).	34.7%	48.7%	12.0%	4.1%	.5%
When I think about what is being taught, I am general SATISFIED with:					
The instruction my child receives.	27.4%	53.0%	13.3%	5.3%	1.0%
The curriculum at our school.	26.0%	50.8%	15.4%	6.2%	1.5%
When I think about my relationship with the staff, school, and information, I am SATISFIED with:					
My interactions with the principal.	24.9%	31.9%	37.4%	3.3%	2.4%
My interactions with the school office staff.	28.2%	40.9%	25.1%	4.0%	1.7%
My interactions with my child's teachers.	38.4%	43.9%	13.3%	3.2%	1.2%
My ability to get information on classes and school activities.	32.9%	45.5%	13.4%	6.4%	1.8%
Information I get on my child's progress.	37.2%	44.1%	9.8%	7.0%	1.8%
To what extent do you AGREE with each of the following statements?					
I have the ability to review school books and library materials.	21.0%	36.3%	32.5%	8.4%	1.9%
I am invited to make suggestions about the library materials to be included or excluded.	13.9%	21.5%	45.8%	13.9%	4.8%
I feel welcome at school.	40.8%	42.1%	13.2%	2.7%	1.2%
My child is safe at school.	25.7%	48.0%	18.2%	6.6%	1.6%
My child is safe on the way to and from school.	28.2%	45.4%	17.3%	7. 0%	2.0%
I received a copy of the "Student Rights and Responsibilities" document.	52.4%	38.1%	6.8%	1.8%	.9%
I feel that my child's needs are being met.	23.6%	47.3%	17.8%	8.0%	3.3%

Table 110
Middle Level
Student Report Card Survey
Number = 10,382

Question	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
	Gr 3-4	Gr 5-6	Gr 7-8	Gr 9-12	
I am in grade:	.9%	1.7%	96.9%	.5%	
Our school is clean and well maintained.	8.0%	37.0%	33.7%	14.0%	7.3%
My teachers listen to what I say.	10.3%	35.1%	32.9%	14.3%	7.5%
My teachers care about me.	13.0%	33.8%	36.0%	10.3%	6.9%
I am treated fairly by adults here at school.	10.7%	32.5%	33.0%	14.9%	8.8%
I am treated fairly by other students.	13.0%	36.8%	30.3%	12.4%	7.5%
I find my school work interesting.	5.3%	20.0%	38.2%	20.3%	16.2%
I understand the school work I am given.	16.4%	38.0%	33.9%	8.4%	3.3%
Our school rules are fair.	8.2%	22.2%	29.7%	20.4%	19.4%
I was given a "Student Rights and Responsibilities."	33.9%	29.4%	23.3%	6.3%	7.1%
My teachers treat me with respect.	15.4%	37.0%	31.7%	10.0%	5.9%
Students here treat me with respect.	12.1%	34.5%	32.7%	12.1%	8.6%
Our school rules are fairly enforced.	11.1%	28.2%	33.9%	15.2%	11.6%
I like school.	10.8%	21.9%	34.4%	12.8%	20.1%
I am safe at school.	13.4%	33.1%	33.0%	12.0%	8.6%
If I have a problem understanding something, my teacher will help me.	19.9%	39.5%	29.3%	6.8%	4.5%
If I have a problem at school, I know where I can go for help.	25.1%	38.6%	24.2%	7.3%	4.7%
Our school is a friendly place.	5.8%	24.8%	41.5%	16.9%	11.0%
Have chances to participate in school activities.	26.9%	41.2%	23.1%	4.7%	4.1%
I use computers to do my work at school.	10.2%	18.0%	30.1%	22.4%	19.3%
When I have problems with my school, I can get help at home.	37.4%	32.3%	20.1%	6.0%	4.2%
When I do good work at school, it is recognized.	17.2%	30.9%	31.0%	12.5%	8.3%
I get good grades when I try.	40.4%	34.4%	17.4%	4.6%	3.3%
I use computers in my classes.	6.8%	14.5%	28.1%	24.6%	26.0%
The library/media center has the materials I need to do my school work.	14.3%	30.8%	35.1%	12.3%	7.5%
I feel welcome at school.	11.0%	32.6%	37.6%	10.5%	8.4%
I feel safe on the bus and at the bus stop.	20.1%	29.7%	30.8%	8.6%	10.9%
My teachers want me to do well in school.	31.6%	37.1%	22.8%	4.2%	4.2%

Table 111
Middle Level
Staff Report Card Survey
Number = 912

Question	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
Indicate the extent to which you are satisfied with:					
your job.	34.1%	50.5%	6.8%	7.2%	1.4%
involvement in decision making at school.	14.3%	35.8%	27.0%	12.3%	10.6%
the District curriculum.	7.9%	29.3%	39.3%	16.4%	7.1%
opportunities for training on the District curriculum and materials.	11.3%	28.8%	37.6%	16.8%	5.5%
We are provided with adequate information before new practices or procedures are implemented.	7.7%	33.5%	22.3%	25.8%	10.8%
The principal and other staff provide me with the support I need when working with students.	35.0%	40.4%	10.8%	8.5%	5.4%
The principal and other staff provide me with the support I need when working with parents.	38.2%	36.3%	14.3%	6.2%	5.0%
The administrator(s) are approachable.	49.1%	27.8%	10.0%	6.9%	6.2%
The administrator(s) are available if I need help.	41.0%	32.3%	12.5%	8.0%	6.3%
The work load in this school is equitably divided.	10.8%	34.6%	25.9%	18.2%	10.5%
We have freedom in our selection of materials.	29.1%	42.5%	21.8%	2.5%	4.2%
I have freedom in selection of teaching materials.	32.4%	42.9%	18.8%	3.5%	2.4%
I have input in purchase of supplemental material.	32.5%	38.1%	19.7%	6.9%	2.8%
Instruction here focuses on student success in meeting the District goals.	28.2%	46.9%	17.2%	2.9%	4.8%
The District curriculum is well defined.	7.6%	27.1%	40.3%	18.8%	6.3%
Teachers here work together effectively.	18.5%	48.3%	21.6%	9.6%	2.1%
Staff and teachers have good working relationships.	24.6%	49.5%	13.0%	9.9%	3.1%
Our school rules are fairly enforced.	22.3%	41.8%	18.2%	9.2%	8.6%
I feel safe at school.	29.8%	44.4%	13.9%	9.5%	2.4%

Middle Level
Staff Report Card Survey
(Continued)
Number = 912

Question	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
Students are safe here.	23.7%	46.7%	13.1%	13.7%	2.7%
School staff are treated with respect by students.	7.8%	43.0%	19.1%	19.5%	10.6%
Students are treated with respect by staff.	20.9%	65.1%	10.3%	3.4%	.3%
Conference/planning time is adequate.	27.8%	40.5%	18.2%	10.0%	3.4%
I integrate computers/technology into instruction.	20.8%	29.1%	28.0%	14.5%	7.6%
Library/media resources are adequate.	17.0%	45.9%	18.7%	13.3%	5.1%
Student guidance and counseling are adequate.	18.0%	43.9%	19.0%	14.6%	4.4%
When I do good work it is recognized.	20.1%	33.7%	22.8%	15.6%	7.8%
Staff morale is high.	7.9%	28.5%	29.9%	20.6%	13.1%
We have good support from our parents.	10.3%	39.7%	26.0%	15.4%	8.6%
Students here are well behaved.	5.7%	40.1%	24.7%	21.5%	7.9%

Table 112
High School
Parent Report Card Survey
Number = 741

Question	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
When I think about how well our Anchorage schools are doing, I am generally SATISFIED with:					
The performance of the Anchorage School District.	10.0%	40.9%	27.7%	15.7%	5.7%
The performance of my child's school.	25.1%	51.4%	14.9%	6.9%	1.7%
The performance of my child's teacher(s).	33.7%	48.0%	11.9%	5.0%	1.4%
When I think about what is being taught, I am general SATISFIED with:					
The instruction my child receives.	24.9%	51.4%	13.9%	7.9%	2.0%
The curriculum at our school.	22.9%	47.8%	17.7%	9.0%	2.5%
When I think about my relationship with the staff, school, and information, I am SATISFIED with:					
My interactions with the principal.	21.7%	29.1%	39.5%	5.6%	4.2%
My interactions with the school office staff.	27.8%	41.8%	23.7%	4.4%	2.3%
My interactions with my child's teachers.	36.7%	46.0%	12.6%	3.7%	1.0%
My ability to get information on classes and school activities.	26.6%	46.1%	16.2%	8.3%	2.8%
Information I get on my child's progress.	30.0%	43.4%	12.3%	9.7%	4.6%
To what extent do you AGREE with each of the following statements?					
I have the ability to review school books and library materials.	19.2%	32.8%	36.1%	9.3%	2.6%
I am invited to make suggestions about the library materials to be included or excluded.	10.1%	18.0%	48.8%	16.5%	6.7%
I feel welcome at school.	37.3%	43.3%	13.3%	4.3%	1.7%
My child is safe at school.	18.1%	49.4%	18.5%	11.3%	2.6%
My child is safe on the way to and from school.	20.9%	49.6%	19.2%	7.0%	3.3%
I received a copy of the "Student Rights and Responsibilities" document.	48.9%	37.7%	9.1%	2.0%	2.3%
I feel that my child's needs are being met.	19.8%	47.0%	18.8%	10.3%	4.2%

Table 113
High School
Student Report Card Survey
Number = 6,091

Question	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
Our school is clean and well maintained.	6.2%	27.2%	35.9%	19.6%	11.1%
My teachers listen to what I say.	8.7%	36.3%	36.1%	12.0%	6.8%
My teachers care about me.	9.9%	32.1%	40.2%	11.2%	6.5%
I am treated fairly by adults here at school.	8.0%	30.9%	34.2%	17.6%	9.3%
I am treated fairly by other students.	11.0%	41.5%	32.2%	9.9%	5.5%
I find my school work interesting.	4.3%	20.2%	39.5%	21.7%	14.3%
I understand the school work I am given.	15.9%	40.6%	32.0%	7.8%	3.6%
Our school rules are fair.	6.0%	23.6%	35.1%	21.2%	14.0%
I was given a "Student Rights and Responsibilities."	23.3%	28.6%	25.8%	10.9%	11.4%
My teachers treat me with respect.	10.3%	37.9%	34.8%	11.1%	6.0%
Students here treat me with respect.	11.3%	37.6%	34.7%	10.2%	6.1%
Our school rules are fairly enforced.	8.3%	29.5%	33.6%	17.6%	10.9%
I like school.	9.1%	26.4%	35.1%	14.0%	15.4%
I am safe at school.	9.8%	33.0%	34.6%	14.5%	8.1%
If I have a problem understanding something, my teacher will help me.	14.2%	42.8%	30.7%	8.2%	4.1%
If I have a problem at school, I know where I can go for help.	17.8%	40.5%	27.7%	9.0%	5.1%
Our school is a friendly place.	6.0%	26.8%	42.1%	16.5%	8.6%
Have chances to participate in school activities.	19.4%	41.8%	25.3%	8.1%	5.4%
I use computers to do my work at school.	10.5%	22.6%	26.7%	22.6%	17.7%
When I have problems with my school, I can get help at home.	25.3%	34.1%	24.6%	9.8%	6.2%
When I do good work at school, it is recognized.	11.4%	29.7%	33.7%	16.5%	8.8%
I get good grades when I try.	35.8%	39.4%	17.7%	4.0%	3.0%
I use computers in my classes.	6.7%	16.7%	26.7%	25.2%	24.6%
The library/media center has the materials I need to do my school work.	7.6%	27.0%	38.1%	15.5%	11.7%
I feel welcome at school.	8.4%	33.4%	40.6%	10.9%	6.8%
I feel safe on the bus and at the bus stop.	12.4%	26.7%	40.6%	9.6%	10.8%
My teachers want me to do well in school.	20.2%	39.7%	29.0%	6.2%	4.9%

Table 114
High School
Staff Report Card Survey
Number = 343

Question	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
Indicate the extent to which you are satisfied with:					
your job.	31.8%	45.9%	12.2%	9.2%	.9%
involvement in decision making at school.	12.6%	33.3%	26.7%	19.5%	7.8%
the District curriculum	5.4%	27.8%	35.3%	22.1%	9.5%
opportunities for training on the District curriculum and materials.	6.9%	29.3%	30.3%	24.5%	9.0%
We are provided with adequate information before new practices or procedures are implemented.	7.6%	28.0%	24.6%	28.7%	11.1%
The principal and other staff provide me with the support I need when working with students.	37.2%	39.7%	14.5%	7.2%	1.4%
The principal and other staff provide me with the support I need when working with parents.	36.0%	43.4%	13.3%	7.0%	.3%
The administrator(s) are approachable.	50.8%	33.2%	11.7%	3.4%	.9%
The administrator(s) are available if I need help.	37.6%	39.4%	14.4%	6.7%	1.8%
The work load in this school is equitably divided.	11.7%	26.2%	23.8%	25.0%	13.3%
We have freedom in our selection of materials.	28.6%	42.2%	20.9%	7.4%	.9%
I have freedom in selection of teaching materials.	33.9%	39.1%	20.2%	5.9%	.9%
I have input in purchase of supplemental material.	25.6%	41.6%	22.1%	6.9%	3.8%
Instruction here focuses on student success in meeting the District goals.	19.7%	47.9%	21.7%	9.0%	1.7%
The District curriculum is well defined.	6.8%	36.3%	34.8%	16.8%	5.3%
Teachers here work together effectively.	20.1%	46.8%	18.8%	12.5%	1.8%
Staff and teachers have good working relationships.	26.2%	51.5%	12.8%	9.5%	0.0%
Our school rules are fairly enforced.	15.5%	37.6%	18.2%	18.5%	10.3%
I feel safe at school.	29.3%	36.7%	18.2%	12.5%	3.3%

High School
Staff Report Card Survey
(Continued)
Number = 343

Question	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
Students are safe here.	22.0%	37.8%	21.3%	15.9%	3.0%
School staff are treated with respect by students.	9.6%	41.9%	20.1%	21.6%	6.9%
Students are treated with respect by staff.	21.5%	61.9%	14.2%	1.8%	.6%
Conference/planning time is adequate.	12.8%	35.0%	25.0%	18.4%	8.8%
I integrate computers/technology into instruction.	16.9%	32.3%	25.9%	15.3%	9.6%
Library/media resources are adequate.	9.1%	30.4%	25.4%	21.9%	13.2%
Student guidance and counseling are adequate.	16.9%	36.8%	23.9%	18.4%	4.0%
When I do good work it is recognized.	13.8%	27.0%	27.9%	19.5%	11.7%
Staff morale is high.	7.3%	25.4%	25.4%	26.6%	15.4%
We have good support from our parents.	8.4%	34.5%	30.6%	22.8%	3.6%
Students here are well behaved.	5.9%	36.6%	31.1%	22.4%	4.0%

Question: What is the budgeting process?

Answer: Active involvement of all interested individuals in the annual budget development process is invited and encouraged. Community members' suggestions and input add much to the decision making processes involved in developing the budget. Parents, other community members, staff members, and students may become involved in a number of ways. The parent teacher organizations in the schools work closely with principals. Advisory groups and committees focus on a number of common concerns and interests. Many of these groups and committees make budget development suggestions and recommendations each year. The School Board conducts public hearings in September during which budget recommendations are reviewed and discussed in detail. Public testimony at these meetings is important and is strongly encouraged. Budget hearings are also cable cast on Channel 43 and a phone-in number is available to viewers so that questions can be answered on the air.

If you would like more information on how to provide suggestions or to contact the groups which are currently working with the School District, please contact the principal of your neighborhood school. You may also call the Public Affairs Office at 269-2131 for additional information and the contact telephone numbers for any of the groups in which you may be interested.

Discussion: The overall Anchorage School District budget provides for an expenditure of $6,204 for each student. According to the State of Alaska School Report Card, Anchorage has less to spend per child than any other Alaska District. The student population is stated with half-day kindergarten students on a full-time student equivalent (FTE) of .5 basis and full-day kindergarten students are included on a FTE of 1.0 basis.

Please examine the Anchorage School District Budget for a full accounting of expenditures including the costs associated with construction and food services.

Table 115

1991-92 through 1994-95 Actual Expenditures,
1995-96 Unaudited Expenditures,
and 1996-97 Adopted Budget
for General Fund

Year	Actual Expenditures General Fund	Student Population Full-Time Equivalence	Expenditures per Student FTE
1997-98	$296,808,000**	46,975	$6,318
1996-97	$290,343,243*	46,799	$6,204
1995-96	$281,381,980	46,447	$6,058
1994-95	$276,768,039	46,220	$5,988
1993-94	$278,274,092	45,828	$6,072
1992-93	$272,219,905	44,879	$6,066

* Unaudited
** Budgeted

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Question: How do the performances of individual schools vary on the indicators used in the profile?

Answer: While the overall District indicators are very positive with norm referenced test performance and ACT/SAT scores for college bound seniors well above the national average, there are substantial differences in the test scores of individual schools.

Some schools are boundary free providing education with a special instructional flavor or philosophy for students drawn from throughout the community. Some schools have special programs which house groups of students with special needs. Some schools offer both school-within-a-school optional programs and the regular curriculum. Most schools are neighborhood schools reflecting the community in which they are located.

The individual school profiles include many of the factors which affect performance. Crowded schools and crowded classrooms, students who come from an impoverished environment, and high levels of student mobility are all factors which make the task of education more difficult. Adequate and uncrowded classrooms, stable attendance, and well prepared students make the task easier.

The individual profiles show schools where positive achievement growth is the norm. Most Anchorage schools have levels of performance above the expected national average. The schools with lower performance tend to be those schools with the highest percentages of students qualifying for free and reduced price lunch, the lowest stability, and the highest student mobility. But even in those schools where achievement is the most difficult, the majority of the students who continue from year to year show that they make the expected one year or more of academic gain.

Discussion: Individual school profiles are expanded to include more information on each school. Elementary profiles now include school goals from individual school report cards, number of students retained, student membership and attendance, staffing, ethnicity, free lunch information, stability and mobility information, and the identification of special programs offered in the school. Secondary schools have additional information on SAT/ACT scores, grades, and the rate at which students are earning credits.

While this is a detailed statistical profile, it still does not give a sense of the spirit and vivacity found in the individual schools. Only a visit to the school and talking with students and staff provide a real sense of the vitality and character of Anchorage schools.

There is a focus on achievement in the school profiles. The achievement indicators include norm referenced test scores earned by students in the spring of 1997. There is also an examination of the growth of students who have continued in the school for a full year. Students who are counted as having a "Gain" or "Loss" have improved or lost 7 or more NCE points over the past year. Students who have moved from grade 6 to grade 7 and from grade 8 to grade 9 have for the most part actually changed school buildings but are following the normal path of Anchorage students so they are included in measures of growth.

Tables 116 which begins the section provides a profile of performance across the District with which individual school performance might be compared. The first section of the table shows the areas where school goals have been identified for elementary, middle, and high schools. The schools are charged to identify from three to five goals, two of which must address improving student achievement or the instructional program. Detailed discussions of individual school goals and their accomplishments are available from the individual schools in the School Report Card for 1996-97. Schools must have goals, and progress toward those goals must be reviewed with members of the community each year.

The next section shows the average percentile rank scores and the progress made by students who have continued from one year to the next. Average scores for the District are above the expected 50th percentile. While this does not mean that an individual student is "above average," it means that on the whole Anchorage students do quite well. At every grade level, more than 70 percent of the continuing Anchorage students are showing the expected full year or more of academic growth as measured on the norm referenced tests.

The next section shows the five year historical profile of scores in Total Reading, Total Language Arts, and Total Mathematics at grades 4, 6, and 8 as well as the Reading and Mathematics scores for grade 11. There is a consistent pattern of scores which show strong academic achievement. The above average norm referenced test performance is consistent with the above average ACT/SAT history of our college bound students.

Elementary retention rates, free and reduced price lunch program participation, progress made by students toward graduation, graduation rate, and the stability and mobility of the district population all support a positive overall image of the Anchorage School District. Examination of these figures for the individual schools show that there is a great deal of variation among programs and student populations.

Many Anchorage schools have large numbers of students who come from low income homes and have a high student mobility. These are the schools where the task of education is most difficult and where teachers have to work the hardest to help students achieve. Schools with the greatest needs have some additional support from special programs such as Even Start, Title I, Bilingual Education, Migrant Education, and the Anchorage Underachieving Schools program. Examination of the tables which follow provides some insight into the size, diversity, and achievement of one of the ninety largest public school districts in the United States.

Table 116

ANCHORAGE SCHOOL DISTRICT PROFILE
SCHOOL CHARACTERISTICS

September 30, 1996 Membership	**47,935**
Percent of Capacity	
Elementary	104%
Secondary	98%**

* Calculated only for schools with a designated capacity.
** Gruening students housed at Birchwood are not reflected in % of capacity.

Special Education	7,477
Gifted	**2,247**
Bilingual	2,827

AVERAGE DAILY ATTENDANCE/ AVERAGE DAILY MEMBERSHIP

Average Daily Attendance	44,537.9
Average Daily Membership	47,500.7
Percentage of Daily Attendance	93.8%

ELEMENTARY CLASSROOM GROUPS

	20 & below	21 to 30	31 +
Primary	134	449	3
Intermediate	15	289	33
Combination	8	165	3
Team Teaching	-	1	-
Intermediate	2		-

SECONDARY CLASSROOM GROUPS

	20 & below	21 to 30	31 +
English	58	368	185
Math	33	286	202
Science	16	351	181
Social Studies	22	302	212

STAFFING*	FTE
Principals/Asst. Principals/Dean	114.0
Classroom Teachers	1813.1
Special Education Teachers	315.9
Librarians	71.5
Counselors	58.2
Music Teachers	55.4
Art Teachers	29.25
Physical Education Teachers	56.3
Gifted Teachers	30.93
Bilingual Teachers	24.5
Nurses	56.95
Nurse Assistants	7.375
Title I Coordinators	12.8
Indian Education Tutor/Counselor	13.0
Bilingual Tutors	75.46
Title I Specialists	23.47
Project Pride Advocates	10.0
Indian Education Community Counselor	3.0
Teacher Assistants/Aides	27.11
Special Education Aides	179.63
Media/Career Resource Aides	24.0
Clerical Support Staff	170.63
Custodians	256.0

* Only schools in following profiles are included..

Budget *

1995-96 Expenditures	$281,635,167
1996-97 Unaudited Expenditures	$284,282,354
1997-98 Adopted Budget	$296,808,000

* Dollars budgeted or expended are general fund only.

ANCHORAGE SCHOOL DISTRICT PROFILE
SCHOOL CHARACTERISTICS

Special Programs: ABC Program, Alaska 2,000 Grant, Alternative ABC, Bilingual Ed., Classroom Delivery Model, Community Schools, Full-Day Kindergarten, Gifted Service School, Indian Ed., Intensive Accelerated Program, Intensive Service Schools, Migrant Ed., Open Optional Alternative, Project Pride, Slingerland, Spanish Immersion, Special Ed. Intensive Service Site, Special Ed. Preschool Site, Title I, Under Achieving School Grant

Elementary/Middle Retention Report

Grade Repeated	1	2	3	4	5	6	7	8	Total
Number Not Promoted	121	17	15	12	9	8	109	69	360
Percent Not Promoted	.03%	.004%	.003%	.003%	.002%	.002%	.03%	.02%	.01%

Ethnicity Report--October 1996

White	Black	American Native	Asian / Pac Islander	Hispanic	Total Minority	District Total
32,546	4,182	5,392	3,558	2,233	15,365	47,911
67.93%	8.73%	11.25%	7.43%	4.66%	32.07%	

Free/Reduced Price Lunch Information

Year	School Level	Number of Children Enrolled	Number of Children from Low Income Families *	Percent of Children from Low Income Families *
1996-97	Elementary	27,634	8,256	29.9%
	Middle Level	7,448	1,579	21.2%

* Estimate of children from low income families is based on Free/Reduced Lunch Program.

Stability Rates of Students

Data Type	American Native	Asian/ Pac. Islander	Black	Hispanic	White	Total
Number	6,143	3,844	4,599	2,511	34,638	51,735
% in One Sch.	66.84%	81.22%	74.26%	73.48%	82.87%	79.63%
% in Same Sch.	46.57%	52.68%	48.68%	47.87%	57.38%	54.51%

Student Population Mobility

Level	Membership	New Enrollment	Withdrawals	Transfer Out	Transfer In	Total Mobility	Percent Mobility
Elementary	27,634	3,004	2,294	2,530	2,490	10,318	37.3%
Secondary	19,884	2,166	3,461	1,196	1,192	8,015	40.3%

Total Dropout Rates

	American Natives	Asian/ Pacific Islanders	Black	Hispanics	Whites	Total
1996-97						
Enrollment	6,143	3,844	4,599	2,511	34,638	51,735
Final Dropouts	374	114	165	95	846	1594
Percent Dropouts	6.09%	2.97%	3.59%	3.78%	3.24%	3.08%

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ANCHORAGE SCHOOL DISTRICT
ACHIEVEMENT PROFILE

CAT Percentile Rank Scores
and Number Tested

SUBTEST		GRADE			
		3	4	5	6
Reading Vocabulary	%ile	61	64	58	55
	No.	3,759	3,443	3,572	3,571
Reading Comprehension	%ile	63	61	61	64
	No.	3,759	3,447	3,575	3,570
Total Reading	**%ile**	**63**	**64**	**62**	**61**
	No.	3,751	3,438	3,569	3,567
Language Mechanics	%ile	48	61	69	67
	No.	3,759	3,451	3,586	3,567
Language Expression	%ile	61	62	64	63
	No.	3,727	3,445	3,579	3,571
Total Language	**%ile**	**55**	**63**	**67**	**66**
	No.	3,726	3,442	3,578	3,565
Math Computation	%ile	62	63	55	66
	No.	3,750	3,448	3,576	3,571
Math Concepts & Applications	%ile	61	70	67	70
	No.	3,752	3,448	3,570	3,568
Total Mathematics	**%ile**	**63**	**69**	**63**	**68**
	No.	3,739	3,442	3,570	3,567
Total Battery	**%ile**	**61**	**66**	**67**	**66**
	No.	3,688	3,411	3,541	3,545
Word Analysis	%ile	54			
	No.	3,761			
Study Skills	%ile		69	62	64
	No.		3,440	3,567	3,569
Spelling	%ile	49	54	53	51
	No.	3,500	3,572	3,601	3,389
Science	%ile	61	66	53	57
	No.	3,748	3,436	3,560	3,560
Social Studies	%ile	61	61	65	60
	No.	3,738	3,426	3,556	3,552

CAT Percentile Rank Scores
and Number Tested

SUBTEST		GRADE				
		7	8	9	10	11
Reading Vocabulary	%ile	57	60	55	58	56
	No.	3,339	3,050	3,049	2,867	2,346
Reading Comprehension	%ile	66	63	64	64	59
	No.	3,340	3,051	3,051	2,871	2,352
Total Reading	**%ile**	**64**	**63**	**62**	**62**	**58**
	No.	3,334	3,050	3,047	2,865	2,344
Language Mechanics	%ile	66	60	57	54	52
	No.	3,345	3,053	3,052	2,881	2,348
Language Expression	%ile	53	54	58	55	50
	No.	3,347	3,055	3,052	2,880	2,350
Total Language	**%ile**	**60**	**57**	**58**	**55**	**51**
	No.	3,338	3,049	3,051	2,877	2,348
Math Computation	%ile	64	52	63	60	58
	No.	3,354	3,053	3,054	2,880	2,352
Math Concepts and Applications	%ile	64	73	71	70	65
	No.	3,361	3,058	3,049	2,875	2,348
Total Mathematics	**%ile**	**66**	**64**	**67**	**65**	**63**
	No.	3,352	3,048	3,048	2,872	2,346
Total Battery	**%ile**	**64**	**64**	**65**	**64**	**60**
	No.	3,279	2,998	3,027	2,848	2,322
Study Skills	%ile	58	49	58	52	53
	No.	3,349	3,058	3,050	2,870	2,325
Spelling	%ile	50	49	52	50	46
	No.	3,351	3,053	3,053	2,879	2,349
Science	%ile	63	76	67	67	57
	No.	3,354	3,061	3,050	2,863	2,318
Social Studies	%ile	65	64	67	63	57
	No.	3,335	3,057	3,046	2,862	2,313

ANCHORAGE SCHOOL DISTRICT PROFILE
ACHIEVEMENT PROFILE

Historical Performance
ITBS/TAP Percentile Rank Scores 1992-93 to 1994-95
CAT Percentile Rank Scores 1995-96 and 1996-97
Historical Performances

Grade	Area	96-97	95-96	94-95	93-94	92-93
4	Total Reading	64	64	54	52	52
	Total Language Arts	63	56	54	52	51
	Total Mathematics	69	62	61	58	59
	Total Battery	66	61	-	-	-
6	Total Reading	61	61	58	57	58
	Total Language Arts	66	63	57	55	55
	Total Mathematics	68	67	62	61	62
	Total Battery	66	64	-	-	-
8	Total	63	63	59	59	61
	Total Language Arts	57	55	62	62	62
	Total Mathematics	64	62	59	58	60
	Total Battery	64	62	-	-	-
11	Total Reading	58	58	62	60	58
	Total Language Arts	51	53	-	-	-
	Total Mathematics	63	63	62	60	63
	Total Battery	60	60	-	-	-

SAT / ACT

Test	Students/Subject	96-97	95-96	94-95	93-94	92-93
	Number Graduates	2319	2,295	2,164	2,184	2,207
SAT	Percent Tested	57%	55%	54%	53%	55%
	Verbal	522	528	449	433	438
	Math	527	529	505	487	488
ACT	Percent Tested	26%	30%	32%	28%	29%
	English	21.8	22.0	21.9	21.8	21.8
	Math	23.6	22.7	22.4	21.9	21.9

Progress Toward Graduation

	Average Credits Earned			
Area	9th	10th	11th	12th
Language Arts	.88	.89	.96	.96
Mathematics	.85	.80	.69	.45
Science	.85	.77	.61	.40
Social Studies	.85	.83	.58	.85
Others	1.83	1.81	2.28	2.15
Total	5.26	5.11	5.12	4.81

ANCHORAGE SCHOOL DISTRICT PROFILE
ACHIEVEMENT PROFILE

School Goals	Successful	Partial Successful	Un-Successful
Student Achievement			
- Elementary: Reading, Math, Language Arts, Writing Spelling, Geography, Arts, Science, Communication Skills, Health, Social Studies, Problem Solving	56	19	1
- Middle School: Math, Writing, Communication Skills, Computer Skills, Science, Humanities, Spelling	4	2	-
- High School: Basic Skills, Job Skills Academic Excellence, Departmental Goals, Communication Skills, Science	10	5	1
Discipline and Decorum			
- Elementary: Discipline, Conflict Resolution, Courtesy, Interpersonal Problem Solving, Violence Reduction	7	6	1
- Middle School: Discipline	1	-	-
- High School: Anger Management, Sexual Harassment	1	1	-
Student Activities			
- Elementary: Reading Activities, Writing Activities, Technology Use, Disaster Preparedness, Wellness, Field Trips, Multicultural Activities, Science Activities, Recycling	29	3	-
- Middle School: Technology, Disaster Preparedness, Student Recognition, Self-Respect	3	1	-
- High School: Academic Recognition Activities	3	-	-
Student Attitude			
- Elementary: Self Esteem, Climate, Motivation to Read, Prejudice Reduction	12	4	0
- Middle School: School Climate, Pride and Belonging, Prejudice Reduction, Self Esteem.	1	-	-
- High School: Multicultural Awareness, Honors Challenge Program, Climate, Anger Management	6	-	-
Student Assessment			
- Elementary: Portfolios, Writing Assessment, Rubric Development, Skill Check Lists	-	2	-
- Middle School: Performance Activities	1	1	-
- Secondary:	-	-	-
Community Participation			
- Elementary: Communication, Participation, Conferences, Wellness Activities, Life Long Learning	20	2	-
- Middle School: Redefine Advisory Committees, Increase Involvement, Communication, Business Advisory Committee	2	1	-
- High School: Community Resources, School Governance Structure, Community Calendar, Parent Involvement, Business Advisory Committee	5	2	-

ANCHORAGE SCHOOL DISTRICT PROFILE
ACHIEVEMENT PROFILE

School Goals	Successful	Partial Successful	Un-Successful
Staff/Program Development			
-- Elementary: Technology Plans, Curriculum Development, Social Studies Adoption, Multi-Media Development, Inclusion, Wellness, Diversity, Restructuring, Disaster Preparedness, Grade Level Expectancies, Increased Planning Time	24	10	-
- Middle School: Integrated Curriculum, Inclusion, RCCP Teams, Middle School Teams, Technology, Gifted Program Development, Pride and Belonging Activities, Pacific Rim Focus, Pre-Engineering Program	3	2	-
- High School: Programs for the 21st Century, Conflict Resolution, School Accreditation, School Beautification, School Philosophy, Artist In Residence Planning	5	2	-
Other			
- Elementary: Nordic Awareness, Safe Environment, Building Renovation	1	2	-
- Middle School: Tutoring Program, Satellite School Program	2	1	-
- Secondary: Building Renovation, Transition To New Building	1	-	-

ANCHORAGE SCHOOL DISTRICT PROFILE
ACHIEVEMENT PROFILE

Continuing Student Progress
District Treated as a School
Spring 1996-97
Expected Gain

Grade/Area		Number Continued	% Achieved Less Than One Year's Growth	% Achieved One Yr.'s Growth	% Achieved More Than One Year's Growth	1996 Mean	1997 Mean
4	Reading	2,962	31.2	36.5	32.2	65	66
	Lang. Arts	2,967	21.1	30.6	48.3	53	64*
	Math	2,972	26.4	31.3	42.3	64	70*
5	Reading	3.088	34.9	35.7	29.5	65	63*
	Lang. Arts	3,095	18.8	33.4	47.8	58	69*
	Math	3,105	32.1	33.5	34.3	64	65
6	Reading	3,135	33.6	37.3	29.1	64	63*
	Lang. Arts	3,141	31.5	36.5	32.1	67	67
	Math	3,127	21.2	35.9	42.9	62	70*
7	Reading	2,861	24.3	38.9	36.8	62	66*
	Lang. Arts	2,865	31.9	39.1	29.0	64	62*
	Math	2,875	30.4	41.1	28.5	68	68
8	Reading	2,618	32.0	41.9	26.1	67	65*
	Lang. Arts	2,629	30.8	39.2	30.0	60	60
	Math	2,626	31.2	44.0	24.8	67	65*
9	Reading	2,571	34.1	41.0	24.9	66	63*
	Lang. Arts	2,571	26.6	40.3	33.1	57	60*
	Math	2,553	20.7	42.6	36.7	65	69*
10	Reading	2,075	26.7	39.1	34.2	62	64*
	Lang. Arts	2,422	29.6	42.7	27.6	58	58
	Math	2,422	32.4	41.3	26.3	70	68*
11	Reading	1,730	4.27	39.6	17.7	69	61*
	Lang. Arts	2,005	38.7	41.0	20.2	60	54*
	Math	2,002	37.6	41.2	21.2	70	66*

* -- Indicates Significant Difference in Means at .05 Level

ANCHORAGE SCHOOL DISTRICT PROFILE
ACHIEVEMENT PROFILE

Students Continuing in One School
Spring 1996-97
Expected Gain

Grade/Area		Number Continued	% Achieved Less Than One Year's Growth	% Achieved One Yr.'s Growth	% Achieved More Than One Year's Growth	1996 Mean NCE	1997 Mean NCE
4	Reading	2,345	31.4	36.9	31.7	58.4	58.6
	Lang. Arts	2,347	21.5	30.6	47.9	51.9	57.9*
	Math	2,356	25.5	31.6	42.9	57.5	61.3*
5	Reading	2,435	34.5	35.6	29.9	58.1	57.2*
	Lang. Arts	2,443	19.4	33.2	47.4	54.1	60.5*
	Math	2,448	31.5	34.0	34.5	57.9	58.2
6	Reading	2,555	34.7	37.4	27.9	57.7	56.8*
	Lang. Arts	2,557	31.6	36.8	31.5	59.3	59.4
	Math	3,549	21.3	37.2	41.6	56.7	61.2*
7	Reading	2,227	24.67	38.8	36.5	56.4	58.7*
	Lang. Arts	2,286	32.2	39.1	28.7	57.5	56.7*
	Math	2,288	30.6	40.9	28.5	57.8	59.7
8	Reading	2,450	31.9	42.6	25.5	59.1	57.9*
	Lang. Arts	2,458	31.2	39.0	29.7	55.2	55.1
	Math	2,455	31.0	44.2	24.8	59.2	58.4*
9	Reading	2,546	33.5	40.3	24.6	58.7	57.3*
	Lang. Arts	2,547	26.1	39.7	32.6	54.0	55.1*
	Math	2,528	20.2	41.4	36.1	58.0	60.7*
10	Reading	1,965	26.8	38.6	34.6	56.5	57.6*
	Lang. Arts	2,298	29.4	42.9	27.7	54.5	54.2
	Math	2,299	32.4	41.3	26.3	60.9	59.7*
11	Reading	2,347	21.5	30.6	47.9	60.4	55.6*
	Lang. Arts	1,896	39.1	40.9	20.0	55.5	51.2*
	Math	1,892	37.6	40.9	21.5	61.1	56.6*

* -- Indicates Significant Difference in Means at .05 Level

Table 117

ABBOTT LOOP ELEMENTARY PROFILE
SCHOOL CHARACTERISTICS

September 30, 1996 Membership	504
Percent of Capacity	102%
Special Education	71
Gifted	11
Bilingual	61

AVERAGE DAILY ATTENDANCE/ AVERAGE DAILY MEMBERSHIP

Average Daily Attendance	480.1
Average Daily Membership	505.0
Percentage of Daily Attendance	95.1%

CLASSROOM GROUPS

	20 & below	21 to 30	31 +
Primary	4	9	-
Intermediate	-	4	2
Combination	-	1	-

STAFFING	FTE
Principals/ Asst. Principals	1.0
Classroom Teachers	20.0
Librarians	1.0
Special Education Teachers	3.5
Music Teachers	1.1
Art Teachers	.5
Phys. Ed. Teachers	1.2
Nurses	1.0
Teacher Assistants/Aides	1.75
Special Education Aides	2.625
Bilingual Tutors	2.0
Clerical Support Staff	1.75
Custodians	2.5

Budget *

1995-96 Expenditures	$1,982,012
1996-97 Budgeted Amount	$2,053,108
1997-98 Adopted Budget	$1,873,704

* Dollars budgeted or expended are general fund only.

Special Programs: Bilingual Ed., Full-Day Kindergarten

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ABBOTT LOOP ELEMENTARY PROFILE
SCHOOL CHARACTERISTICS

Student Population Mobility

Membership	New Enrollment	Withdrawals	Transfer Out	Transfer In	Total Mobility	Percent Mobility
504	84	62	47	56	249	49.4%

Ethnicity Report--October 1996

White	Black	American Native	Asian / Pac Islander	Hispanic	Total Minority	School Total
316	54	50	31	31	188	504
62.7%	10.7%	9.9%	6.2%	6.2%	37.3%	

Free/Reduced Price Lunch Information

Year	School Level	Number in Attendance Area	Number of Children from Low Income Families *	Percent of Children from Low Income Families *
1996-97	Elementary	504	132	26.2%

* Estimate of children from low income families is based on Free/Reduced Lunch Program.

Retention Report

Grade Repeated	1	2	3	4	5	6	Total
Number Not Promoted	2	1	0	0	0	1	4
Percent Not Promoted	2.6%	1.4%	0%	0%	0%	1.6%	0.9%

Stability Rates of Students

Data Type	American Native	Asian/ Pac. Islander	Black	Hispanic	White	Total
Number	61	58	61	32	353	565
% in One Sch.	78.69%	77.59%	81.97%	81.25%	81.30%	80.71%
% in Same Sch.	52.46%	39.66%	62.30%	43.75%	51.56%	51.15%

ABBOTT LOOP ELEMENTARY PROFILE
ACHIEVEMENT PROFILE

CAT Percentile Rank Scores
and Number Tested

SUBTEST		GRADE			
		3	4	5	6
Reading Vocabulary	%ile	60	63	51	48
	No.	76	64	64	59
Reading Comprehension	%ile	58	54	57	56
	No.	76	63	64	59
Total Reading	**%ile**	**60**	**59**	**55**	**52**
	No.	76	63	64	59
Language Mechanics	%ile	40	51	62	65
	No.	76	64	64	59
Language Expression	%ile	52	57	60	61
	No.	76	63	63	59
Total Language	**%ile**	**46**	**55**	**60**	**62**
	No.	76	63	63	59
Math Computation	%ile	45	57	48	55
	No.	75	65	63	59
Math Concepts & Applications	%ile	46	69	63	67
	No.	75	64	63	59
Total Mathematics	**%ile**	**44**	**65**	**58**	**61**
	No.	74	64	63	59
Total Battery	**%ile**	**50**	**59**	**58**	**59**
	No.	74	63	63	59
Word Analysis	%ile	54			
	No.	76			
Study Skills	%ile		64	60	60
	No.		64	63	59
Spelling	%ile	53	49	45	49
	No.	76	64	64	59
Science	%ile	54	65	54	53
	No.	76	65	63	59
Social Studies	%ile	59	55	62	52
	No.	76	65	63	59

Historical Performances
ITBS Percentile Rank Scores 1992-93 to 1994-95
CAT Percentile Rank Scores 1995-96 and 1996-97

Grade	Area	96-97	95-96	94-95	93-94	92-93
4	Total Reading	59	45	46	40	42
4	Total Language Arts	55	46	46	37	34
4	Total Mathematics	65	58	49	41	41
6	Total Reading	52	53	53	49	54
6	Total Language Arts	62	55	54	53	51
6	Total Mathematics	61	56	64	51	55

ABBOTT LOOP ELEMENTARY PROFILE
ACHIEVEMENT PROFILE

GOAL	LEVEL OF ACHIEVEMENT
Increase problem solving percentile by 5% growth	Successful
Increase skills in science concepts/applications	Successful
Promote health/safety environment to include Disaster Preparedness	Successful

Continuing Student Progress
Spring 1996-97
Expected Gain

Grade/Area		Number Tested	% Achieved Less Than One Year's Growth	% Achieved One Yr.'s Growth	% Achieved More Than One Year's Growth	1996 Mean	1997 Mean
4	Reading	36	36.1	19.4	44.4	53	56
	Lang. Arts	35	20.0	34.3	45.7	51	55
	Math	38	10.5	28.9	60.5	50	60*
5	Reading	39	23.1	35.9	41.0	49	53
	Lang. Arts	37	10.8	43.2	45.9	49	54*
	Math	39	33.3	35.9	30.8	54	55
6	Reading	43	18.6	44.2	37.2	49	51
	Lang. Arts	45	31.1	33.3	35.6	57	58
	Math	43	18.6	23.3	58.1	51	57*

* -- Indicates Significant Difference in Means at .05 Level

Table 118

AIRPORT HEIGHTS ELEMENTARY PROFILE
SCHOOL CHARACTERISTICS

September 30, 1996 Membership	**342**
Percent of Capacity	95%
Special Education	63
Gifted	8
Bilingual	34

AVERAGE DAILY ATTENDANCE/ AVERAGE DAILY MEMBERSHIP

Average Daily Attendance	321.6
Average Daily Membership	339.7
Percentage of Daily Attendance	94.7%

CLASSROOM GROUPS

	20 & below	21 to 30	31 +
Primary	-	6	-
Intermediate	-	5	-
Combination	-	2	-

STAFFING	**FTE**
Principals/ Asst. Principals	1.0
Classroom Teachers	13.0
Librarians	1.0
Special Education Teachers	5.0
Music Teachers	.8
Art Teachers	.4
Phys. Ed. Teachers	.7
Nurses	.5
Teacher Assistants/Aides	.4375
Special Education Aides	4.25
Bilingual Tutors	.75
Indian Ed. Tutor/Counselor	.5
Clerical Support Staff	1.0
Custodians	2.0

Budget *

1995-96 Expenditures	$1,239,163
1996-97 Budgeted Amount	$1,391,420
1997-98 Adopted Budget	$1,351,147

* Dollars budgeted or expended are general fund only.

Special Programs: Bilingual Ed., Full-Day Kindergarten, Indian Ed., Migrant Ed., Special Ed. Intensive Service Site

AIRPORT HEIGHTS ELEMENTARY PROFILE
SCHOOL CHARACTERISTICS

Student Population Mobility

Membership	New Enrollment	Withdrawals	Transfer Out	Transfer In	Total Mobility	Percent Mobility
342	36	21	33	23	113	33.0%

Ethnicity Report--October 1996

White	Black	American Native	Asian / Pac Islander	Hispanic	Total Minority	School Total
180	46	60	28	28	162	342
52.6%	13.5%	17.5%	8.2%	8.2%	47.4%	

Free/Reduced Price Lunch Information

Year	School Level	Number in Attendance Area	Number of Children from Low Income Families *	Percent of Children from Low Income Families *
1996-97	Elementary	342	147	43.0%

* Estimate of children from low income families is based on Free/Reduced Lunch Program.

Retention Report

Grade Repeated	1	2	3	4	5	6	Total
Number Not Promoted	0	0	0	0	0	0	0
Percent Not Promoted	0%	0%	0%	0%	0%	0%	0%

Stability Rates of Students

Data Type	American Native	Asian/ Pac. Islander	Black	Hispanic	White	Total
Number	71	28	48	37	204	388
% in One Sch.	76.06%	100.00%	89.58%	70.27%	78.92%	80.41%
% in Same Sch.	57.75%	71.43%	58.33%	51.35%	58.33%	58.51%

AIRPORT HEIGHTS ELEMENTARY PROFILE
ACHIEVEMENT PROFILE

CAT Percentile Rank Scores
and Number Tested

SUBTEST		GRADE			
		3	4	5	6
Reading Vocabulary	%ile	57	57	52	40
	No.	53	35	45	49
Reading Comprehension	%ile	57	51	48	57
	No.	53	34	45	49
Total Reading	**%ile**	**57**	**55**	**51**	**49**
	No.	53	34	45	49
Language Mechanics	%ile	35	55	47	64
	No.	53	36	45	49
Language Expression	%ile	57	53	60	55
	No.	53	36	45	49
Total Language	**%ile**	**46**	**54**	**53**	**60**
	No.	53	36	45	49
Math Computation	%ile	65	51	39	48
	No.	53	36	45	49
Math Concepts and Applications	%ile	60	57	57	63
	No.	53	36	45	49
Total Mathematics	**%ile**	**63**	**55**	**48**	**57**
	No.	53	36	45	49
Total Battery	**%ile**	**56**	**55**	**51**	**53**
	No.	53	34	45	49
Word Analysis	%ile	42			
	No.	53			
Study Skills	%ile		61	55	64
	No.		36	45	49
Spelling	%ile	50	45	38	38
	No.	53	36	45	49
Science	%ile	55	51	45	52
	No.	53	36	45	49
Social Studies	%ile	56	44	64	52
	No.	53	36	45	49

Historical Performances
ITBS Percentile Rank Scores 1992-93 to 1994-95
CAT Percentile Rank Scores 1995-96 and 1996-97

Grade	Area	96-97	95-96	94-95	93-94	92-93
4	Total Reading	55	46	48	44	55
4	Total Language Arts	54	36	43	46	54
4	Total Mathematics	55	36	41	48	62
6	Total Reading	49	53	43	59	60
6	Total Language Arts	60	57	48	56	61
6	Total Mathematics	57	68	44	56	56

AIRPORT HEIGHTS ELEMENTARY PROFILE
ACHIEVEMENT PROFILE

GOAL	LEVEL OF ACHIEVEMENT
Bring Airport Heights. to same technological levels as other schools	Successful
Improve students' math skills and increase their appreciation for math	Successful
Students will improve their reading comprehension	Successful

Continuing Student Progress
Spring 1996-97
Expected Gain

Grade/Area		Number Tested	% Achieved Less Than One Year's Growth	% Achieved One Yr.'s Growth	% Achieved More Than One Year's Growth	1996 Mean	1997 Mean
4	Reading	28	17.9	46.4	35.7	49	51
	Lang. Arts	30	10.0	26.7	63.3	41	52*
	Math	30	30.0	36.7	33.3	50	52
5	Reading	36	22.2	41.7	36.1	49	53
	Lang. Arts	36	25.0	25.0	50.0	44	52*
	Math	36	22.2	27.8	50.0	44	51*
6	Reading	34	32.4	26.5	41.2	51	51
	Lang. Arts	33	36.4	27.3	36.4	55	57
	Math	32	18.8	43.8	37.5	52	55

* -- Indicates Significant Difference in Means at .05 Level

Table 119

ALPENGLOW ELEMENTARY PROFILE
SCHOOL CHARACTERISTICS

September 30, 1996 Membership	**550**
Percent of Capacity	106%
Special Education	45
Gifted	43
Bilingual	5

AVERAGE DAILY ATTENDANCE/ AVERAGE DAILY MEMBERSHIP

Average Daily Attendance	530.7
Average Daily Membership	551.6
Percentage of Daily Attendance	96.2%

CLASSROOM GROUPS

	20 & below	21 to 30	31 +
Primary	-	9	-
Intermediate	-	9	-
Combination	-	-	-

STAFFING	**FTE**
Principals/ Asst. Principals	1.0
Classroom Teachers	19.5
Librarians	1.0
Special Education Teachers	1.8
Gifted Teachers	2.0
Music Teachers	1.0
Art Teachers	.5
Phys. Ed. Teachers	1.0
Nurses	.7
Special Education Aides	1.5
Clerical Support Staff	1.75
Custodians	3.0

Budget *

1995-96 Expenditures	$1,804,248
1996-97 Budgeted Amount	$1,789,396
1997-98 Adopted Budget	$1,855,158

* Dollars budgeted or expended are general fund only.

Special Programs: Bilingual Ed., Gifted Service School

ALPENGLOW ELEMENTARY PROFILE
SCHOOL CHARACTERISTICS

Student Population Mobility

Membership	New Enrollment	Withdrawals	Transfer Out	Transfer In	Total Mobility	Percent Mobility
550	78	28	6	14	126	22.9%

Ethnicity Report--October 1996

White	Black	American Native	Asian / Pac Islander	Hispanic	Total Minority	School Total
493	14	14	9	24	61	554
89.0%	2.5%	2.5%	1.6%	4.3%	11.0%	

Free/Reduced Price Lunch Information

Year	School Level	Number in Attendance Area	Number of Children from Low Income Families *	Percent of Children from Low Income Families *
1996-97	Elementary	550	34	6.2%

* Estimate of children from low income families is based on Free/Reduced Lunch Program.

Retention Report

Grade Repeated	1	2	3	4	5	6	Total
Number Not Promoted	0	0	0	0	0	0	0
Percent Not Promoted	0%	0%	0%	0%	0%	0%	0%

Stability Rates of Students

Data Type	American Native	Asian/ Pac. Islander	Black	Hispanic	White	Total
Number	17	11	14	26	518	586
% in One Sch.	82.35%	81.82%	92.86%	88.46%	89.00%	88.74%
% in Same Sch.	52.94%	54.55%	50.00%	65.38%	69.69%	68.26%

ALPENGLOW ELEMENTARY PROFILE
ACHIEVEMENT PROFILE

CAT Percentile Rank Scores
and Number Tested

SUBTEST		GRADE			
		3	4	5	6
Reading Vocabulary	%ile	82	79	74	63
	No.	78	85	94	64
Reading Comprehension	%ile	78	72	70	63
	No.	78	85	94	64
Total Reading	**%ile**	**81**	**77**	**74**	**64**
	No.	78	85	94	64
Language Mechanics	%ile	62	76	81	70
	No.	78	84	94	64
Language Expression	%ile	81	75	75	64
	No.	78	84	94	64
Total Language	**%ile**	**74**	**77**	**80**	**66**
	No.	78	84	94	64
Math Computation	%ile	77	74	51	60
	No.	79	84	93	64
Math Concepts and Applications	%ile	75	80	70	72
	No.	78	85	93	64
Total Mathematics	**%ile**	**79**	**80**	**63**	**67**
	No.	78	84	93	64
Total Battery	**%ile**	**81**	**80**	**76**	**66**
	No.	76	84	93	64
Word Analysis	%ile	72			
	No.	78			
Study Skills	%ile		74	68	63
	No.	0	85	94	64
Spelling	%ile	58	64	67	49
	No.	79	85	94	64
Science	%ile	79	73	65	61
	No.	78	85	94	64
Social Studies	%ile	75	76	73	65
	No.	78	85	93	64

Historical Performances
ITBS Percentile Rank Scores 1992-93 to 1994-95
CAT Percentile Rank Scores 1995-96 and 1996-97

Grade	Area	96-97	95-96	94-95	93-94	92-93
4	Total Reading	77	79	N/A	N/A	N/A
4	Total Language Arts	77	76	N/A	N/A	N/A
4	Total Mathematics	80	84	N/A	N/A	N/A
6	Total Reading	64	69	N/A	N/A	N/A
6	Total Language Arts	66	71	N/A	N/A	N/A
6	Total Mathematics	67	67	N/A	N/A	N/A

ALPENGLOW ELEMENTARY PROFILE
ACHIEVEMENT PROFILE

GOAL	LEVEL OF ACHIEVEMENT
Incorporate technology across the curriculum	Successful
Involve students in process writing and editing and implement recreational reading program	Partially Successful
Increase positive student attitude towards math	Successful

Continuing Student Progress
Spring 1996-97
Expected Gain

Grade/Area		Number Tested	% Achieved Less Than One Year's Growth	% Achieved One Yr.'s Growth	% Achieved More Than One Year's Growth	1996 Mean	1997 Mean
4	Reading	61	23.0	29.5	47.5	61	67*
	Lang. Arts	60	15.0	35.0	50.0	60	66*
	Math	60	21.7	23.3	55.0	57	68*
5	Reading	84	44.0	31.0	25.0	67	64*
	Lang. Arts	84	22.6	34.5	42.9	66	69*
	Math	83	67.5	16.9	15.7	71	58*
6	Reading	50	44.0	40.0	16.0	62	57*
	Lang. Arts	50	44.0	26.0	30.0	63	59
	Math	50	12.0	34.0	54.0	52	60*

* -- Indicates Significant Difference in Means at .05 Level

Table 120

BAXTER ELEMENTARY PROFILE
SCHOOL CHARACTERISTICS

September 30, 1996 Membership	**488**
Percent of Capacity	97%
Special Education	82
Gifted	17
Bilingual	38

AVERAGE DAILY ATTENDANCE/ AVERAGE DAILY MEMBERSHIP

Average Daily Attendance	465.1
Average Daily Membership	491.2
Percentage of Daily Attendance	94.7%

CLASSROOM GROUPS

	20 & below	21 to 30	31 +
Primary	-	10	-
Intermediate	-	9	-
Combination	-	1	-

STAFFING	**FTE**
Principals/ Asst. Principals	1.0
Classroom Teachers	19.0
Librarians	1.0
Special Education Teachers	3.4
Music Teachers	1.0
Art Teachers	.5
Phys. Ed. Teachers	1.0
Nurses	.65
Special Education Aides	.75
Bilingual Tutors	1.0
Clerical Support Staff	1.625
Custodians	2.5

Budget *

1995-96 Expenditures	$1,757,861
1996-97 Budgeted Amount	$1,650,116
1997-98 Adopted Budget	$1,559,241

* Dollars budgeted or expended are general fund only.

Special Programs: Bilingual Ed., Community School, Migrant Ed., Slingerland (gr. 1-6)

BAXTER ELEMENTARY PROFILE
SCHOOL CHARACTERISTICS

Student Population Mobility

Membership	New Enrollment	Withdrawals	Transfer Out	Transfer In	Total Mobility	Percent Mobility
488	36	34	28	32	130	26.6%

Ethnicity Report--October 1996

White	Black	American Native	Asian / Pac Islander	Hispanic	Total Minority	School Total
327	60	49	24	26	158	534
67.4%	12.4%	10%	5.0%	5.4%	32.6%	

Free/Reduced Price Lunch Information

Year	School Level	Number in Attendance Area	Number of Children from Low Income Families *	Percent of Children from Low Income Families *
1996-97	Elementary	488	144	29.5%

* Estimate of children from low income families is based on Free/Reduced Lunch Program.

Retention Report

Grade Repeated	1	2	3	4	5	6	Total
Number Not Promoted	1	0	0	0	0	0	1
Percent Not Promoted	1.0%	0%	0%	0%	0%	0%	0.2%

Stability Rates of Students

Data Type	American Native	Asian/ Pac. Islander	Black	Hispanic	White	Total
Number	64	30	68	31	348	541
% in One Sch.	64.06%	80.00%	79.41%	80.65%	85.06%	81.33%
% in Same Sch.	60.94%	60.00%	55.88%	58.06%	65.80%	63.22%

BAXTER ELEMENTARY PROFILE
ACHIEVEMENT PROFILE

CAT Percentile Rank Scores and Number Tested

SUBTEST		GRADE			
		3	4	5	6
Reading Vocabulary	%ile	58	59	46	48
	No.	75	68	83	73
Reading Comprehension	%ile	61	56	47	64
	No.	75	68	83	74
Total Reading	**%ile**	**60**	**58**	**47**	**57**
	No.	75	68	83	73
Language Mechanics	%ile	48	57	71	62
	No.	75	68	84	74
Language Expression	%ile	59	58	59	59
	No.	74	68	84	74
Total Language	**%ile**	**54**	**58**	**65**	**60**
	No.	74	68	84	74
Math Computation	%ile	56	73	59	64
	No.	74	68	84	74
Math Concepts and Applications	%ile	60	68	61	63
	No.	74	68	84	74
Total Mathematics	**%ile**	**59**	**72**	**61**	**64**
	No.	74	68	84	74
Total Battery	**%ile**	**59**	**63**	**59**	**61**
	No.	74	68	83	73
Word Analysis	%ile	59			
	No.	73			
Study Skills	%ile		66	54	60
	No.		68	84	74
Spelling	%ile	60	51	53	48
	No.	75	68	82	74
Science	%ile	56	68	47	56
	No.	74	68	83	74
Social Studies	%ile	60	47	60	60
	No.	74	68	83	74

Historical Performances
ITBS Percentile Rank Scores 1992-93 to 1994-95
CAT Percentile Rank Scores 1995-96 and 1996-97

Grade	Area	96-97	95-96	94-95	93-94	92-93
4	Total Reading	58	54	51	56	45
4	Total Language Arts	58	43	48	61	40
4	Total Mathematics	72	60	60	65	46
6	Total Reading	57	65	47	55	58
6	Total Language Arts	60	65	52	54	59
6	Total Mathematics	64	58	49	56	53

BAXTER ELEMENTARY PROFILE
ACHIEVEMENT PROFILE

GOAL	LEVEL OF ACHIEVEMENT
Work to implement the "Excels" Program	Successful
Work to increase and improve science/math program	Successful
Promote the use and availability of technology	Partially Successful

Continuing Student Progress
Spring 1996-97
Expected Gain

Grade/Area		Number Tested	% Achieved Less Than One Year's Growth	% Achieved One Yr.'s Growth	% Achieved More Than One Year's Growth	1996 Mean	1997 Mean
4	Reading	52	32.7	34.6	32.7	58	57
	Lang. Arts	51	29.4	41.2	29.4	58	57
	Math	52	7.7	30.8	61.5	52	64*
5	Reading	62	40.3	37.1	22.6	54	50
	Lang. Arts	62	12.9	21.0	66.1	48	60*
	Math	62	25.8	27.4	46.8	55	58
6	Reading	54	38.9	37.0	24.1	57	55
	Lang. Arts	55	32.7	27.3	40.0	58	58
	Math	56	16.1	44.6	39.3	54	60*

* -- Indicates Significant Difference in Means at .05 Level

Table 121

BAYSHORE ELEMENTARY PROFILE
SCHOOL CHARACTERISTICS

September 30, 1996 Membership	509
Percent of Capacity	107%
Special Education	66
Gifted	35
Bilingual	36

AVERAGE DAILY ATTENDANCE/ AVERAGE DAILY MEMBERSHIP

Average Daily Attendance	491.5
Average Daily Membership	515.1
Percentage of Daily Attendance	95.4%

CLASSROOM GROUPS

	20 & below	21 to 30	31 +
Primary	-	13	-
Intermediate	-	6	-
Combination	-	1	-

STAFFING	FTE
Principals/ Asst. Principals	1.0
Classroom Teachers	20.0
Librarians	1.0
Special Education Teachers	2.6
Music Teachers	1.0
Art Teachers	.5
Phys. Ed. Teachers	1.0
Nurses	.75
Teacher Assistants/Aides	1.75
Special Education Aides	1.0
Bilingual Tutors	1.0
Clerical Support Staff	1.75
Custodians	2.5

Budget *

1995-96 Expenditures	$2,558,245
1996-97 Budgeted Amount	$1,861,094
1997-98 Adopted Budget	$1,874,356

* Dollars budgeted or expended are general fund only.

Special Programs: Bilingual Ed., Full-Day Kindergarten, Migrant Ed.

BAYSHORE ELEMENTARY PROFILE
ACHIEVEMENT

Student Population Mobility

Membership	New Enrollment	Withdrawals	Transfer Out	Transfer In	Total Mobility	Percent Mobility
509	33	24	15	30	102	20.0%

Ethnicity Report--October 1996

White	Black	American Native	Asian / Pac Islander	Hispanic	Total Minority	School Total
396	14	28	58	19	119	515
76.9%	2.7%	5.4%	11.3%	3.7%	23.1%	

Free/Reduced Price Lunch Information

Year	School Level	Number in Attendance Area	Number of Children from Low Income Families *	Percent of Children from Low Income Families *
1996-97	Elementary	509	50	9.8%

* Estimate of children from low income families is based on Free/Reduced Lunch Program.

Retention Report

Grade Repeated	1	2	3	4	5	6	Total
Number Not Promoted	2	1	1	0	0	0	4
Percent Not Promoted	3.0%	1.0%	1.0%	0%	0%	0%	1.0%

Stability Rates of Students

Data Type	American Native	Asian/ Pac. Islander	Black	Hispanic	White	Total
Number	35	61	14	23	427	560
% in One Sch.	74.29%	93.44%	100.00%	82.61%	84.31%	85.00%
% in Same Sch.	62.86%	60.66%	78.57%	43.48%	68.15%	66.25%

BAYSHORE ELEMENTARY PROFILE
ACHIEVEMENT PROFILE

CAT Percentile Rank Scores
and Number Tested

SUBTEST		GRADE			
		3	4	5	6
Reading Vocabulary	%ile	67	71	67	54
	No.	77	55	64	66
Reading Comprehension	%ile	72	62	70	68
	No.	77	55	64	66
Total Reading	**%ile**	**72**	**67**	**70**	**64**
	No.	77	55	64	66
Language Mechanics	%ile	68	74	78	71
	No.	77	55	65	66
Language Expression	%ile	77	72	69	62
	No.	77	55	65	66
Total Language	**%ile**	**75**	**74**	**76**	**67**
	No.	77	55	65	66
Math Computation	%ile	70	91	67	85
	No.	77	55	65	66
Math Concepts and Applications	%ile	69	82	78	70
	No.	77	55	65	66
Total Mathematics	**%ile**	**71**	**89**	**76**	**79**
	No.	77	55	65	66
Total Battery	**%ile**	75	**80**	**77**	**72**
	No.	77	55	64	66
Word Analysis	%ile	71			
	No.	77			
Study Skills	%ile		78	67	69
	No.		55	65	66
Spelling	%ile	70	57	61	49
	No.	77	55	64	66
Science	%ile	74	68	65	59
	No.	77	55	65	66
Social Studies	%ile	71	75	70	65
	No.	77	55	65	66

Historical Performances
ITBS Percentile Rank Scores 1992-93 to 1994-95
CAT Percentile Rank Scores 1995-96 and 1996-97

Grade	Area	96-97	95-96	94-95	93-94	92-93
4	Total Reading	67	72	65	67	59
4	Total Language Arts	74	67	62	70	58
4	Total Mathematics	89	84	76	78	61
6	Total Reading	64	68	65	64	61
6	Total Language Arts	67	71	60	65	61
6	Total Mathematics	79	76	62	70	69

BAYSHORE ELEMENTARY PROFILE
ACHIEVEMENT PROFILE

GOAL	LEVEL OF ACHIEVEMENT
Demonstration of computer skills appropriate for grade level	Successful
Mastery of mathematics skills appropriate for grade level	Partially Successful
Improve spelling skills of students in grades 2-6	Successful

Continuing Student Progress
Spring 1996-97
Expected Gain

Grade/Area		Number Tested	% Achieved Less Than One Year's Growth	% Achieved One Yr.'s Growth	% Achieved More Than One Year's Growth	1996 Mean	1997 Mean
4	Reading	45	28.9	42.2	28.9	61	59
	Lang. Arts	47	6.4	34.0	59.6	52	63*
	Math	46	8.7	23.9	67.4	62	78*
5	Reading	51	39.2	31.4	29.4	63	63
	Lang. Arts	53	13.2	41.5	45.3	60	67*
	Math	53	35.8	37.7	26.4	72	68
6	Reading	50	28.0	38.0	34.0	59	61
	Lang. Arts	49	40.8	34.7	24.5	65	61
	Math	48	18.8	35.4	45.8	62	67*

* -- Indicates Significant Difference in Means at .05 Level

Table 122

BEAR VALLEY ELEMENTARY PROFILE
SCHOOL CHARACTERISTICS

September 30, 1996 Membership	**488**
Percent of Capacity	101%
Special Education	47
Gifted	48
Bilingual	15

AVERAGE DAILY ATTENDANCE/ AVERAGE DAILY MEMBERSHIP

Average Daily Attendance	467.7
Average Daily Membership	491.7
Percentage of Daily Attendance	95.1%

CLASSROOM GROUPS

	20 & below	21 to 30	31 +
Primary	3	8	-
Intermediate	-	9	-
Combination	-	-	-

STAFFING	**FTE**
Principals/ Asst. Principals	1.0
Classroom Teachers	18.5
Librarians	1.0
Special Education Teachers	1.2
Gifted Teachers	1.0
Music Teachers	1.0
Art Teachers	.5
Phys. Ed. Teachers	1.0
Nurses	.65
Special Education Aides	.625
Bilingual Tutors	.5
Clerical Support Staff	1.625
Custodians	2.5

Budget *

1995-96 Expenditures	$1,917,162
1996-97 Budgeted Amount	$1,715,135
1997-98 Adopted Budget	$1,588,337

* Dollars budgeted or expended are general fund only.

Special Programs: Bilingual Ed., Community School, Gifted Service School, Migrant Ed.

BEAR VALLEY ELEMENTARY PROFILE
ACHIEVEMENT

Student Population Mobility

Membership	New Enrollment	Withdrawals	Transfer Out	Transfer In	Total Mobility	Percent Mobility
488	30	16	11	6	63	12.9%

Ethnicity Report--October 1996

White	Black	American Native	Asian / Pac Islander	Hispanic	Total Minority	School Total
449	2	27	10	2	41	490
91.6%	0.4%	5.5%	2.0%	0.4%	8.4%	

Free/Reduced Price Lunch Information

Year	School Level	Number in Attendance Area	Number of Children from Low Income Families *	Percent of Children from Low Income Families *
1996-97	Elementary	488	23	4.7%

* Estimate of children from low income families is based on Free/Reduced Lunch Program.

Retention Report

Grade Repeated	1	2	3	4	5	6	Total
Number Not Promoted	0	0	0	0	0	0	0
Percent Not Promoted	0%	0%	0%	0%	0%	0%	0%

Stability Rates of Students

Data Type	American Native	Asian/ Pac. Islander	Black	Hispanic	White	Total
Number	27	11	2	2	480	522
% in One Sch.	92.59%	72.73%	100.00%	100.00%	91.46%	91.19%
% in Same Sch.	62.96%	81.82%	100.00%	100.00%	76.67%	76.25%

BEAR VALLEY ELEMENTARY PROFILE
ACHIEVEMENT PROFILE

CAT Percentile Rank Scores
and Number Tested

SUBTEST		GRADE			
		3	4	5	6
Reading Vocabulary	%ile	77	80	71	68
	No.	73	76	74	84
Reading Comprehension	%ile	83	77	72	70
	No.	72	76	74	84
Total Reading	**%ile**	**82**	**81**	**75**	**71**
	No.	72	76	74	84
Language Mechanics	%ile	67	79	81	74
	No.	73	76	75	84
Language Expression	%ile	80	83	78	76
	No.	73	75	75	84
Total Language	**%ile**	**75**	**84**	**82**	**76**
	No.	73	75	75	84
Math Computation	%ile	71	77	78	72
	No.	72	76	75	84
Math Concepts and Applications	%ile	69	81	84	85
	No.	73	76	75	84
Total Mathematics	**%ile**	**72**	**82**	**84**	**79**
	No.	72	76	75	84
Total Battery	**%ile**	**80**	**85**	**83**	**77**
	No.	71	75	74	84
Word Analysis	%ile	65			
	No.	73			
Study Skills	%ile		81	73	75
	No.		76	74	84
Spelling	%ile	69	76	66	61
	No.	72	76	74	84
Science	%ile	72	84	67	74
	No.	73	75	74	83
Social Studies	%ile	79	81	72	71
	No.	72	75	74	83

ITBS Percentile Rank Scores 1992-93 to 1994-95
CAT Percentile Rank Scores 1995-96 and 1996-97

Grade	Area	96-97	95-96	94-95	93-94	92-93
4	Total Reading	81	80	68	72	66
4	Total Language Arts	84	78	70	73	64
4	Total Mathematics	82	80	75	75	67
6	Total Reading	71	70	64	76	70
6	Total Language Arts	76	75	62	69	63
6	Total Mathematics	79	80	66	73	75

BEAR VALLEY ELEMENTARY PROFILE
ACHIEVEMENT PROFILE

GOAL	LEVEL OF ACHIEVEMENT
Students will become more competent writers	Successful
Continue successful implementation of "inquiry based" Earth Systems Elementary Science Program	Successful
Enhance and increase emphasis on student recognition, discipline, and "team work"	Successful
Effectively utilize technology as a "tool" that students become increasingly competent in manipulating	Successful

Continuing Student Progress
Spring 1996-97
Expected Gain

Grade/Area		Number Tested	% Achieved Less Than One Year's Growth	% Achieved One Yr.'s Growth	% Achieved More Than One Year's Growth	1996 Mean	1997 Mean
4	Reading	65	53.8	35.4	10.8	78	69*
	Lang. Arts	65	16.9	40.0	43.1	67	72*
	Math	65	26.2	40.0	33.8	69	71
5	Reading	67	43.3	22.4	34.3	68	66
	Lang. Arts	68	20.6	35.3	44.1	66	71*
	Math	68	22.1	30.9	47.1	68	73*
6	Reading	71	54.9	35.2	9.9	69	62*
	Lang. Arts	73	37.0	46.6	16.4	69	66
	Math	72	34.7	44.4	20.8	72	68

* – Indicates Significant Difference in Means at .05 Level

Table 123

BIRCHWOOD ELEMENTARY PROFILE
SCHOOL CHARACTERISTICS

September 30, 1996 Membership	**357**
Percent of Capacity	78%
Special Education	86
Gifted	23
Bilingual	5

AVERAGE DAILY ATTENDANCE/ AVERAGE DAILY MEMBERSHIP

Average Daily Attendance	341.1
Average Daily Membership	360.1
Percentage of Daily Attendance	94.7%

CLASSROOM GROUPS

	20 & below	21 to 30	31 +
Primary	2	6	-
Intermediate	-	2	2
Combination	-	1	-

STAFFING	**FTE**
Principals/ Asst. Principals	1.0
Classroom Teachers	12.0
Librarians	1.0
Special Education Teachers	3.5
Music Teachers	.8
Art Teachers	.4
Phys. Ed. Teachers	.8
Nurses	.75
Special Education Aides	3.5
Bilingual Tutors	.2
Clerical Support Staff	1.0
Custodians	2.5

Budget *

1995-96 Expenditures	$1,320,627
1996-97 Budgeted Amount	$1,280,328
1997-98 Adopted Budget	$1,306,282

* Dollars budgeted or expended are general fund only.

Special Programs: Alternative ABC, Bilingual Ed., Migrant Ed., Special Ed. Intensive Service Site, Special Ed. Pre-School Site

BIRCHWOOD ELEMENTARY PROFILE
SCHOOL CHARACTERISTICS

Student Population Mobility

Membership	New Enrollment	Withdrawals	Transfer Out	Transfer In	Total Mobility	Percent Mobility
357	46	23	15	29	113	31.7%

Ethnicity Report--October 1996

White	Black	American Native	Asian / Pac Islander	Hispanic	Total Minority	School Total
308	4	32	3	8	47	355
86.8%	1.1%	9.0%	.9%	2.3%	13.2%	

Free/Reduced Price Lunch Information

Year	School Level	Number in Attendance Area	Number of Children from Low Income Families *	Percent of Children from Low Income Families *
1996-97	Elementary	357	46	12.9%

* Estimate of children from low income families is based on Free/Reduced Lunch Program.

Retention Report

Grade Repeated	1	2	3	4	5	6	Total
Number Not Promoted	3	0	0	0	0	0	3
Percent Not Promoted	5.0%	0%	0%	0%	0%	0%	0.9%

Stability Rates of Students

Data Type	American Native	Asian/ Pac. Islander	Black	Hispanic	White	Total
Number	39	4	6	11	351	411
% in One Sch.	74.36%	75.00%	66.67%	72.73%	80.63%	79.56%
% in Same Sch.	66.67%	75.00%	66.67%	72.73%	62.39%	63.26%

BIRCHWOOD ELEMENTARY PROFILE
ACHIEVEMENT PROFILE

CAT Percentile Rank Scores and Number Tested

SUBTEST		GRADE			
		3	4	5	6
Reading Vocabulary	%ile	79	86	80	79
	No.	47	41	43	48
Reading Comprehension	%ile	86	81	88	84
	No.	47	41	43	48
Total Reading	**%ile**	**86**	**86**	**88**	**84**
	No.	47	41	43	48
Language Mechanics	%ile	72	85	92	84
	No.	47	41	43	48
Language Expression	%ile	74	84	89	81
	No.	47	41	43	47
Total Language	**%ile**	**74**	**86**	**93**	**84**
	No.	47	41	43	47
Math Computation	%ile	74	81	73	83
	No.	47	41	43	48
Math Concepts and Applications	%ile	79	89	85	84
	No.	47	41	43	48
Total Mathematics	**%ile**	**79**	**88**	**83**	**85**
	No.	47	41	43	48
Total Battery	**%ile**	**82**	**89**	**91**	**86**
	No.	47	41	43	47
Word Analysis	%ile	80			
	No.	47			
Study Skills	%ile		85	79	86
	No.		41	43	48
Spelling	%ile	72	82	72	70
	No.	47	41	43	48
Science	%ile	77	86	69	84
	No.	47	41	43	48
Social Studies	%ile	78	85	84	79
	No.	47	41	43	48

Historical Performances
ITBS Percentile Rank Scores 1992-93 to 1994-95
CAT Percentile Rank Scores 1995-96 and 1996-97

Grade	Area	96-97	95-96	94-95	93-94	92-93
4	Total Reading	86	69	65	72	66
4	Total Language Arts	86	71	69	65	61
4	Total Mathematics	88	59	57	65	57
6	Total Reading	84	81	69	69	70
6	Total Language Arts	84	79	69	69	68
6	Total Mathematics	85	75	64	78	72

BIRCHWOOD ABC ELEMENTARY PROFILE
ACHIEVEMENT PROFILE

GOAL	LEVEL OF ACHIEVEMENT
Refine and complete the grade level expectations for language arts and math	Successful
Prepare plan to implement the K-8 proposal	Partially Successful
Broaden working knowledge of how an eco-system works	Successful
Team building activities promoted to enhance public relations	Successful

Continuing Student Progress
Spring 1996-97
Expected Gain

Grade/Area		Number Tested	% Achieved Less Than One Year's Growth	% Achieved One Yr.'s Growth	% Achieved More Than One Year's Growth	1996 Mean	1997 Mean
4	Reading	37	16.2	37.8	45.9	67	73*
	Lang. Arts	37	16.2	32.4	51.4	67	75*
	Math	37	16.2	21.6	62.2	67	78*
5	Reading	34	8.8	38.2	52.9	63	74*
	Lang. Arts	32	6.3	15.6	78.1	65	81*
	Math	33	12.1	30.3	57.6	60	69*
6	Reading	40	37.5	32.5	30.0	76	75
	Lang. Arts	39	43.6	30.8	25.6	78	73
	Math	40	15.0	50.0	35.0	68	73*

* -- Indicates Significant Difference in Means at .05 Level

Table 124

WILLARD BOWMAN ELEMENTARY PROFILE
SCHOOL CHARACTERISTICS

September 30, 1996 Membership	667
Percent of Capacity	122%
Special Education	244
Gifted	29
Bilingual	41

AVERAGE DAILY ATTENDANCE/ AVERAGE DAILY MEMBERSHIP	
Average Daily Attendance	667.7
Average Daily Membership	705.8
Percentage of Daily Attendance	94.6%

CLASSROOM GROUPS

	20 & below	21 to 30	31 +
Primary	3	8	-
Intermediate	-	7	-
Combination	-	5	-

STAFFING	FTE
Principals/ Asst. Principals	2.0
Classroom Teachers	21.0
Librarians	1.0
Special Education Teachers	8.1
Music Teachers	1.4
Art Teachers	1.0
Phys. Ed. Teachers	1.4
Nurses	1.0
Health Attendant	.6875
Special Education Aides	2.5
Bilingual Tutors	1.0
Clerical Support Staff	2.0
Custodians	3.0

Budget *

1995-96 Expenditures	$2,363,067
1996-97 Budgeted Amount	$1,957,288
1997-98 Adopted Budget	$2,019,155

* Dollars budgeted or expended are general fund only.

Special Programs: Bilingual Ed., Migrant Ed., Open Optional, Special Ed. Pre-School Site

WILLARD BOWMAN ELEMENTARY PROFILE
SCHOOL CHARACTERISTICS

Student Population Mobility

Membership	New Enrollment	Withdrawals	Transfer Out	Transfer In	Total Mobility	Percent Mobility
667	116	47	43	72	278	41.7%

Ethnicity Report--October 1996

White	Black	American Native	Asian / Pac Islander	Hispanic	Total Minority	School Total
493	43	58	62	17	180	673
73.3%	6.4%	8.6%	9.2%	2.5%	26.8%	

Free/Reduced Price Lunch Information

Year	School Level	Number in Attendance Area	Number of Children from Low Income Families *	Percent of Children from Low Income Families *
1996-97	Elementary	667	82	12.3%

* Estimate of children from low income families is based on Free/Reduced Lunch Program.

Retention Report

Grade Repeated	1	2	3	4	5	6	Total
Number Not Promoted	3	0	0	0	0	1	4
Percent Not Promoted	4.0%	0%	0%	0%	0%	1.0%	1.0%

Stability Rates of Students

Data Type	American Native	Asian/ Pac. Islander	Black	Hispanic	White	Total
Number	85	71	51	21	575	803
% in One Sch.	55.29%	81.69%	72.55%	61.90%	77.74%	74.97%
% in Same Sch.	45.88%	56.34%	52.94%	66.67%	61.39%	58.90%

WILLARD BOWMAN
ACHIEVEMENT PROFILE

CAT Percentile Rank Scores
and Number Tested

SUBTEST		GRADE			
		3	4	5	6
Reading Vocabulary	%ile	61	66	68	65
	No.	82	71	84	78
Reading Comprehension	%ile	54	65	66	73
	No.	83	71	84	78
Total Reading	**%ile**	**58**	**67**	**71**	**71**
	No.	82	71	84	78
Language Mechanics	%ile	41	63	77	76
	No.	82	71	84	78
Language Expression	%ile	55	57	72	72
	No.	81	71	84	78
Total Language	**%ile**	**48**	**60**	**76**	**76**
	No.	81	71	84	78
Math Computation	%ile	53	58	54	64
	No.	83	70	83	78
Math Concepts and Applications	%ile	50	68	71	74
	No.	82	70	83	78
Total Mathematics	**%ile**	**52**	**65**	**65**	**70**
	No.	82	70	83	78
Total Battery	**%ile**	**54**	**64**	**75**	**73**
	No.	80	70	83	78
Word Analysis	%ile	46			
	No.	83			
Study Skills	%ile		72	70	69
	No.		70	84	78
Spelling	%ile	57	58	56	60
	No.	83	71	84	78
Science	%ile	54	65	56	65
	No.	83	70	84	76
Social Studies	%ile	64	59	69	66
	No.	83	70	84	76

Historical Performances
ITBS Percentile Rank Scores 1992-93 to 1994-95
CAT Percentile Rank Scores 1995-96 and 1996-97

Grade	Area	96-97	95-96	94-95	93-94	92-93
4	Total Reading	67	62	51	57	53
4	Total Language Arts	60	50	57	55	47
4	Total Mathematics	65	50	57	49	51
6	Total Reading	71	69	56	68	63
6	Total Language Arts	76	72	60	66	53
6	Total Mathematics	70	65	59	62	60

WILLARD BOWMAN ELEMENTARY PROFILE
ACHIEVEMENT PROFILE

GOAL	LEVEL OF ACHIEVEMENT
Establish a school-wide behavior plan that is consistently implemented	Successful
Increase awareness of, ability to use, and access to the technological resources	Successful
Tie science and math curriculum together using "recycling" as a theme	Successful

Continuing Student Progress
Spring 1996-97
Expected Gain

Grade/Area		Number Tested	% Achieved Less Than One Year's Growth	% Achieved One Yr.'s Growth	% Achieved More Than One Year's Growth	1996 Mean	1997 Mean
4	Reading	53	17.0	47.2	35.8	56	60*
	Lang. Arts	53	28.3	22.6	49.1	51	55
	Math	52	28.8	42.3	28.8	59	58
5	Reading	60	30.0	25.0	45.0	59	62
	Lang. Arts	60	15.0	18.3	66.7	54	67*
	Math	59	22.0	33.9	44.1	55	60*
6	Reading	60	31.7	30.0	38.3	60	60
	Lang. Arts	60	16.7	48.3	35.0	62	65
	Math	60	15.0	30.0	55.0	55	61*

* -- Indicates Significant Difference in Means at .05 Level

Table 125

CAMPBELL ELEMENTARY PROFILE
SCHOOL CHARACTERISTICS

September 30, 1996 Membership	**539**
Percent of Capacity	99%
Special Education	95
Gifted	18
Bilingual	68

AVERAGE DAILY ATTENDANCE/ AVERAGE DAILY MEMBERSHIP	
Average Daily Attendance	500.2
Average Daily Membership	527.5
Percentage of Daily Attendance	94.8%

CLASSROOM GROUPS

	20 & below	21 to 30	31 +
Primary	-	12	-
Intermediate	-	7	-
Combination	-	2	-

STAFFING	**FTE**
Principals/ Asst. Principals	1.0
Classroom Teachers	19.5
Librarians	1.0
Special Education Teachers	4.0
Gifted Teachers	1.0
Music Teachers	1.0
Art Teachers	.5
Phys. Ed. Teachers	1.0
Nurses	.6
Special Education Aides	.75
Bilingual Tutors	2.0
Clerical Support Staff	1.75
Custodians	2.0

Budget *

1995-96 Expenditures	$1,702,510
1996-97 Budgeted Amount	$1,708,015
1997-98 Adopted Budget	$1,780,814

* Dollars budgeted or expended are general fund only.

Special Programs: Bilingual Ed., Community School, Gifted Service School, Migrant Ed.

CAMPBELL ELEMENTARY PROFILE
SCHOOL CHARACTERISTICS

Student Population Mobility

Membership	New Enrollment	Withdrawals	Transfer Out	Transfer In	Total Mobility	Percent Mobility
539	72	44	65	31	212	39.3%

Ethnicity Report--October 1996

White	Black	American Native	Asian / Pac Islander	Hispanic	Total Minority	School Total
361	22	69	53	36	180	541
66.7%	4.1%	12.8%	9.8%	6.7%	33.3%	

Free/Reduced Price Lunch Information

Year	School Level	Number in Attendance Area	Number of Children from Low Income Families *	Percent of Children from Low Income Families *
1996-97	Elementary	539	88	16.3%

* Estimate of children from low income families is based on Free/Reduced Lunch Program.

Retention Report

Grade Repeated	1	2	3	4	5	6	Total
Number Not Promoted	3	0	0	1	0	0	4
Percent Not Promoted	3.8%	0%	0%	1.4%	0%	0%	0.8%

Stability Rates of Students

Data Type	American Native	Asian/ Pac. Islander	Black	Hispanic	White	Total
Number	81	54	29	51	397	612
% in One Sch.	64.20%	87.04%	68.97%	60.78%	79.09%	75.82%
% in Same Sch.	56.79%	66.67%	58.62%	47.06%	61.21%	59.80%

CAMPBELL ELEMENTARY PROFILE
ACHIEVEMENT PROFILE

CAT Percentile Rank Scores and Number Tested

SUBTEST		GRADE			
		3	4	5	6
Reading Vocabulary	%ile	57	47	52	46
	No.	85	63	56	76
Reading Comprehension	%ile	65	48	54	56
	No.	85	63	56	76
Total Reading	**%ile**	**63**	**48**	**54**	**52**
	No.	85	63	56	76
Language Mechanics	%ile	51	47	69	57
	No.	85	62	59	76
Language Expression	%ile	66	44	54	52
	No.	85	62	56	76
Total Language	**%ile**	**60**	**45**	**63**	**54**
	No.	85	62	56	76
Math Computation	%ile	72	57	62	71
	No.	84	62	57	77
Math Concepts and Applications	%ile	64	55	72	66
	No.	84	62	57	77
Total Mathematics	**%ile**	**69**	**56**	**70**	**69**
	No.	84	62	57	77
Total Battery	**%ile**	**64**	**48**	**66**	**58**
	No.	84	62	54	76
Word Analysis	%ile	57			
	No.	85			
Study Skills	%ile		55	62	58
	No.		63	56	76
Spelling	%ile	59	40	49	47
	No.	85	63	57	76
Science	%ile	55	59	51	51
	No.	83	62	57	77
Social Studies	%ile	62	46	67	58
	No.	83	62	56	77

ITBS Percentile Rank Scores 1992-93 to 1994-95
CAT Percentile Rank Scores 1995-96 and 1996-97

Grade	Area	96-97	95-96	94-95	93-94	92-93
4	Total Reading	48	57	48	58	48
4	Total Language Arts	45	49	48	55	54
4	Total Mathematics	56	69	54	59	54
6	Total Reading	52	56	61	56	51
6	Total Language Arts	54	54	68	60	51
6	Total Mathematics	69	68	73	64	61

CAMPBELL ELEMENTARY PROFILE
ACHIEVEMENT PROFILE

GOAL	LEVEL OF ACHIEVEMENT
Expand and advance in active use of technology as educational tool	Successful
Increase student achievement through understanding and interest in science	Partially Successful
Promote school pride in/among students, faculty and parents	Successful

Continuing Student Progress
Spring 1996-97
Expected Gain

Grade/Area		Number Tested	% Achieved Less Than One Year's Growth	% Achieved One Yr.'s Growth	% Achieved More Than One Year's Growth	1996 Mean	1997 Mean
4	Reading	52	44.2	36.5	19.2	54	50*
	Lang. Arts	52	19.2	32.7	48.1	46	49
	Math	52	42.3	28.8	28.8	57	56
5	Reading	45	31.1	42.2	26.7	54	53
	Lang. Arts	46	15.2	39.1	45.7	50	57*
	Math	47	25.5	44.7	29.8	61	62
6	Reading	61	32.8	42.6	24.6	53	51
	Lang. Arts	60	31.7	46.7	21.7	59	54
	Math	61	24.6	39.3	36.1	61	61

* -- Indicates Significant Difference in Means at .05 Level

Table 126

CHESTER VALLEY ELEMENTARY PROFILE
SCHOOL CHARACTERISTICS

September 30, 1996 Membership	**331**
Percent of Capacity	83%
Special Education	73
Gifted	20
Bilingual	20

AVERAGE DAILY ATTENDANCE/ AVERAGE DAILY MEMBERSHIP

Average Daily Attendance	311.4
Average Daily Membership	331.2
Percentage of Daily Attendance	94.0%

CLASSROOM GROUPS

	20 & below	21 to 30	31 +
Primary	-	8	-
Intermediate	-	4	-
Combination	-	1	-

STAFFING	**FTE**
Principals/ Asst. Principals	1.0
Classroom Teachers	12.0
Librarians	1.0
Special Education Teachers	2.5
Gifted Teachers	1.0
Music Teachers	.6
Art Teachers	.3
Phys. Ed. Teachers	.6
Indian Ed. Tutor/Counselor	.5
Nurse	.5
Special Education Aides	2.125
Bilingual Tutors	.5
Clerical Support Staff	1.0
Custodians	2.0

Budget *

1995-96 Expenditures	$1,252,729
1996-97 Budgeted Amount	$1,250,293
1997-98 Adopted Budget	$1,220,722

* Dollars budgeted or expended are general fund only.

Special Programs: Bilingual Ed., Community School, Gifted Service School, Indian Ed., Migrant Ed.

CHESTER VALLEY ELEMENTARY PROFILE
SCHOOL CHARACTERISTICS

Student Population Mobility

Membership	New Enrollment	Withdrawals	Transfer Out	Transfer In	Total Mobility	Percent Mobility
331	30	20	26	28	104	31.4%

Ethnicity Report--October 1996

White	Black	American Native	Asian / Pac Islander	Hispanic	Total Minority	School Total
207	32	67	17	9	125	332
62.4%	9.6%	18.4%	5.1%	2.7%	37.7%	

Free/Reduced Price Lunch Information

Year	School Level	Number in Attendance Area	Number of Children from Low Income Families *	Percent of Children from Low Income Families *
1996-97	Elementary	331	122	36.9%

* Estimate of children from low income families is based on Free/Reduced Lunch Program.

Retention Report

Grade Repeated	1	2	3	4	5	6	Total
Number Not Promoted	0	0	0	0	0	0	0
Percent Not Promoted	0%	0%	0%	0%	0%	0%	0%

Stability Rates of Students

Data Type	American Native	Asian/ Pac. Islander	Black	Hispanic	White	Total
Number	73	23	35	10	236	377
% in One Sch.	76.71%	69.57%	88.57%	80.00%	78.39%	78.51%
% in Same Sch.	63.01%	43.48%	65.71%	70.00%	60.17%	60.48%

CHESTER VALLEY ELEMENTARY PROFILE
ACHIEVEMENT PROFILE

CAT Percentile Rank Scores and Number Tested

SUBTEST		GRADE			
		3	4	5	6
Reading Vocabulary	%ile	59	75	56	44
	No.	48	32	45	40
Reading Comprehension	%ile	62	69	58	56
	No.	48	32	45	40
Total Reading	**%ile**	**61**	**73**	**59**	**51**
	No.	48	32	45	40
Language Mechanics	%ile	42	69	70	70
	No.	49	32	45	40
Language Expression	%ile	55	67	58	56
	No.	49	32	45	40
Total Language	**%ile**	**48**	**70**	**65**	**65**
	No.	49	32	45	40
Math Computation	%ile	65	58	51	60
	No.	49	32	45	39
Math Concepts and Applications	%ile	65	73	58	70
	No.	49	32	45	39
Total Mathematics	**%ile**	**67**	**68**	**56**	**65**
	No.	49	32	45	39
Total Battery	**%ile**	**59**	**72**	**63**	**61**
	No.	48	32	45	39
Word Analysis	%ile	49			
	No.	48			
Study Skills	%ile		70	57	57
	No.		32	45	39
Spelling	%ile	58	76	50	51
	No.	49	32	45	40
Science	%ile	63	66	46	52
	No.	49	32	45	39
Social Studies	%ile	59	65	60	55
	No.	49	32	45	39

Historical Performances
ITBS Percentile Rank Scores 1992-93 to 1994-95
CAT Percentile Rank Scores 1995-96 and 1996-97

Grade	Area	96-97	95-96	94-95	93-94	92-93
4	Total Reading	73	61	43	54	45
4	Total Language Arts	70	47	51	52	47
4	Total Mathematics	68	70	66	64	58
6	Total Reading	51	54	45	53	67
6	Total Language Arts	65	61	44	50	59
6	Total Mathematics	65	73	50	68	74

CHESTER VALLEY ELEMENTARY PROFILE
ACHIEVEMENT PROFILE

GOAL	LEVEL OF ACHIEVEMENT
Enhance social, emotional, and academic growth of children	Successful
Choose one of the two math programs, using input from community	Successful
Involve every student and parent in computer technology	Successful
Increase parent involvement to enlarge science focus	Successful

Continuing Student Progress
Spring 1996-97
Expected Gain

Grade/Area		Number Tested	% Achieved Less Than One Year's Growth	% Achieved One Yr.'s Growth	% Achieved More Than One Year's Growth	1996 Mean	1997 Mean
4	Reading	24	25.0	33.3	41.7	64	67
	Lang. Arts	24	37.5	12.5	50.0	63	63
	Math	24	16.7	37.5	45.8	59	63
5	Reading	34	41.2	35.3	23.5	57	56
	Lang. Arts	34	8.8	47.1	44.1	51	59*
	Math	35	51.4	31.4	17.1	63	55*
6	Reading	32	34.4	40.6	25.0	53	50
	Lang. Arts	32	31.3	46.9	21.9	58	57
	Math	31	22.6	38.7	38.7	53	56

* -- Indicates Significant Difference in Means at .05 Level

Table 127

CHINOOK ELEMENTARY PROFILE
SCHOOL CHARACTERISTICS

September 30, 1996 Membership	**570**
Percent of Capacity	101%
Special Education	86
Gifted	21
Bilingual	101

AVERAGE DAILY ATTENDANCE/ AVERAGE DAILY MEMBERSHIP	
Average Daily Attendance	538.2
Average Daily Membership	572.0
Percentage of Daily Attendance	94.1%

CLASSROOM GROUPS

	20 & below	21 to 30	31 +
Primary	1	9	-
Intermediate	-	7	-
Combination	-	3	-

STAFFING	**FTE**
Principals/ Asst. Principals	1.0
Classroom Teachers	20.5
Librarians	1.0
Special Education Teachers	3.7
Music Teachers	1.0
Art Teachers	.5
Phys. Ed. Teachers	1.0
Nurses	1.0
Special Education Aides	1.0
Bilingual Tutors	3.0
Clerical Support Staff	1.875
Custodians	2.75

Budget *

1995-96 Expenditures	$1,984,747
1996-97 Budgeted Amount	$1,876,368
1997-98 Adopted Budget	$1,827,411

* Dollars budgeted or expended are general fund only.

Special Programs: Bilingual Ed., Migrant Ed., Open Optional, Slingerland (gr. 1)

CHINOOK ELEMENTARY PROFILE
SCHOOL CHARACTERISTICS

Student Population Mobility

Membership	New Enrollment	Withdrawals	Transfer Out	Transfer In	Total Mobility	Percent Mobility
570	70	34	66	58	228	40.0%

Ethnicity Report--October 1996

White	Black	American Native	Asian / Pac Islander	Hispanic	Total Minority	School Total
347	34	54	107	29	224	571
60.8%	6.0%	9.5%	18.7%	5.1%	39.2%	

Free/Reduced Price Lunch Information

Year	School Level	Number in Attendance Area	Number of Children from Low Income Families *	Percent of Children from Low Income Families *
1996-97	Elementary	570	166	29.1%

* Estimate of children from low income families is based on Free/Reduced Lunch Program.

Retention Report

Grade Repeated	1	2	3	4	5	6	Total
Number Not Promoted	1	0	0	0	0	0	1
Percent Not Promoted	1.4%	0%	0%	0%	0%	0%	0.4%

Stability Rates of Students

Data Type	American Native	Asian/ Pac. Islander	Black	Hispanic	White	Total
Number	65	128	44	39	394	670
% in One Sch.	66.15%	77.34%	65.91%	64.10%	76.65%	74.33%
% in Same Sch.	64.62%	60.16%	54.55%	46.15%	62.18%	60.60%

CHINOOK ELEMENTARY PROFILE
ACHIEVEMENT PROFILE

CAT Percentile Rank Scores
and Number Tested

SUBTEST		GRADE			
		3	4	5	6
Reading Vocabulary	%ile	61	63	45	33
	No.	79	77	77	90
Reading Comprehension	%ile	52	55	52	51
	No.	79	77	77	90
Total Reading	**%ile**	**57**	**59**	**50**	**42**
	No.	78	77	77	90
Language Mechanics	%ile	35	57	54	55
	No.	80	78	77	89
Language Expression	%ile	35	57	54	52
	No.	80	78	77	90
Total Language	**%ile**	**33**	**58**	**53**	**54**
	No.	80	78	77	89
Math Computation	%ile	37	47	36	53
	No.	78	78	77	89
Math Concepts and Applications	%ile	35	64	57	52
	No.	79	78	77	90
Total Mathematics	**%ile**	**34**	**57**	**47**	**52**
	No.	78	78	77	89
Total Battery	**%ile**	**41**	**58**	**51**	**48**
	No.	76	77	77	89
Word Analysis	%ile	48			
	No.	80			
Study Skills	%ile		66	53	50
	No.		77	77	90
Spelling	%ile	47	60	53	47
	No.	80	77	77	90
Science	%ile	51	64	48	44
	No.	80	77	77	90
Social Studies	%ile	51	61	60	46
	No.	79	77	77	90

Historical Performances
ITBS Percentile Rank Scores 1992-93 to 1994-95
CAT Percentile Rank Scores 1995-96 and 1996-97

Grade	Area	96-97	95-96	94-95	93-94	92-93
4	Total Reading	59	55	45	51	49
4	Total Language Arts	58	42	42	51	48
4	Total Mathematics	57	43	45	46	56
6	Total Reading	42	55	40	52	42
6	Total Language Arts	54	52	42	46	36
6	Total Mathematics	52	51	41	37	34

CHINOOK ELEMENTARY PROFILE
ACHIEVEMENT PROFILE

GOAL	LEVEL OF ACHIEVEMENT
Show statistical improvement in math computation skills	Successful
Increase students' knowledge of computer terminology, functions, and programs	Partially Successful
Increase level of respect students show toward each other, adults, and school	Partially Successful

Continuing Student Progress
Spring 1996-97
Expected Gain

Grade/Area		Number Tested	% Achieved Less Than One Year's Growth	% Achieved One Yr.'s Growth	% Achieved More Than One Year's Growth	1996 Mean	1997 Mean
4	Reading	57	43.9	33.3	22.8	61	55*
	Lang. Arts	59	18.6	37.3	44.1	47	55*
	Math	58	24.1	39.7	36.2	51	52
5	Reading	49	32.7	36.7	30.6	51	50
	Lang. Arts	50	16.0	42.0	42.0	45	51*
	Math	52	15.4	44.2	40.4	45	48*
6	Reading	72	40.3	34.7	25.0	49	46
	Lang. Arts	71	32.4	32.4	35.2	51	52
	Math	72	22.2	34.7	43.1	46	51*

* -- Indicates Significant Difference in Means at .05 Level

Table 128

CHUGACH OPTIONAL ELEMENTARY PROFILE
SCHOOL CHARACTERISTICS

September 30, 1996 Membership	**271**
Percent of Capacity	129%
Special Education	40
Gifted	27
Bilingual	0

AVERAGE DAILY ATTENDANCE/ AVERAGE DAILY MEMBERSHIP

Average Daily Attendance	250.8
Average Daily Membership	264.1
Percentage of Daily Attendance	95.0

CLASSROOM GROUPS

	20 & below	21 to 30	31 +
Primary	2	-	–
Intermediate	-	-	-
Combination	-	9	-

STAFFING	**FTE**
Principals/ Asst. Principals	1.0
Classroom Teachers	10.0
Librarians	1.0
Special Education Teachers	1.7
Music Teachers	.5
Art Teachers	.3
Phys. Ed. Teachers	.5
Nurses	.5
Special Education Aides	.625
Clerical Support Staff	1.0
Custodians	2.0

Budget *

1995-96 Expenditures	$1,010,674
1996-97 Budgeted Amount	$1,070,160
1997-98 Adopted Budget	$1,081,613

* Dollars budgeted or expended are general fund only.

Special Programs: Bilingual Ed., Migrant Ed., Open Optional

CHUGACH OPTIONAL ELEMENTARY PROFILE
SCHOOL CHARACTERISTICS

Student Population Mobility

Membership	New Enrollment	Withdrawals	Transfer Out	Transfer In	Total Mobility	Percent Mobility
271	3	6	10	15	34	12.5%

Ethnicity Report--October 1996

White	Black	American Native	Asian / Pac Islander	Hispanic	Total Minority	School Total
215	7	34	10	3	54	269
79.9%	2.6%	12.6%	3.7%	1.1%	20.1%	

Free/Reduced Price Lunch Information

Year	School Level	Number in Attendance Area	Number of Children from Low Income Families *	Percent of Children from Low Income Families *
1996-97	Elementary	271	17	6.3%

* Estimate of children from low income families is based on Free/Reduced Lunch Program.

Retention Report

Grade Repeated	1	2	3	4	5	6	Total
Number Not Promoted	0	0	0	0	0	0	0
Percent Not Promoted	0%	0%	0%	0%	0%	0%	0%

Stability Rates of Students

Data Type	American Native	Asian/ Pac. Islander	Black	Hispanic	White	Total
Number	31	10	7	3	229	280
% in One Sch.	100.00%	100.00%	100.00%	33.33%	89.96%	91.07%
% in Same Sch.	74.19%	100.00%	85.71%	33.33%	78.60%	78.57%

CHUGACH OPTIONAL ELEMENTARY PROFILE
ACHIEVEMENT PROFILE

CAT Percentile Rank Scores
and Number Tested

SUBTEST		GRADE			
		3	4	5	6
Reading Vocabulary	%ile	83	76	86	79
	No.	35	35	37	35
Reading Comprehension	%ile	87	78	86	82
	No.	35	35	37	35
Total Reading	**%ile**	**87**	**78**	**89**	**83**
	No.	35	35	37	35
Language Mechanics	%ile	58	53	85	67
	No.	35	35	37	35
Language Expression	%ile	81	80	81	81
	No.	35	35	37	35
Total Language	**%ile**	**72**	**70**	**85**	**77**
	No.	35	35	37	35
Math Computation	%ile	64	67	47	63
	No.	35	35	37	35
Math Concepts and Applications	%ile	77	82	89	82
	No.	35	35	37	35
Total Mathematics	**%ile**	**73**	**78**	**76**	**74**
	No.	35	35	37	35
Total Battery	**%ile**	**81**	**77**	**88**	**80**
	No.	35	35	37	35
Word Analysis	%ile	66			
	No.	35			
Study Skills	%ile		83	76	74
	No.		35	37	35
Spelling	%ile	69	63	70	55
	No.	35	35	37	35
Science	%ile	79	74	70	77
	No.	35	35	37	34
Social Studies	%ile	76	75	80	73
	No.	35	35	37	35

ITBS Percentile Rank Scores 1992-93 to 1994-95
CAT Percentile Rank Scores 1995-96 and 1996-97

Grade	Area	96-97	95-96	94-95	93-94	92-93
4	Total Reading	78	88	72	63	79
4	Total Language Arts	70	69	68	53	68
4	Total Mathematics	78	79	65	64	75
6	Total Reading	83	75	77	75	79
6	Total Language Arts	77	70	74	73	71
6	Total Mathematics	74	72	75	76	78

CHUGACH OPTIONAL ELEMENTARY PROFILE
ACHIEVEMENT PROFILE

GOAL	LEVEL OF ACHIEVEMENT
Emphasize science and technology projects	Successful
Increase the use of computers in the school as a teaching tool	Successful
Infuse more music during the school day	Partially Successful
Develop awareness of personal responsibility toward property and community	Partially Successful
Communicate the Chugach Philosophy to the parents	Successful

Continuing Student Progress
Spring 1996-97
Expected Gain

Grade/Area		Number Tested	% Achieved Less Than One Year's Growth	% Achieved One Yr.'s Growth	% Achieved More Than One Year's Growth	1996 Mean	1997 Mean
4	Reading	28	32.1	28.6	39.3	67	69
	Lang. Arts	27	7.4	37.0	55.6	55	62*
	Math	27	7.4	25.9	66.7	61	71*
5	Reading	37	37.8	32.4	29.7	76	76
	Lang. Arts	37	10.8	29.7	59.5	63	72*
	Math	37	37.8	43.2	18.9	69	65
6	Reading	31	19.4	41.9	38.7	69	72
	Lang. Arts	33	39.4	27.3	33.3	67	67
	Math	33	9.1	36.4	54.5	56	65*

* -- Indicates Significant Difference in Means at .05 Level

Table 129

CHUGIAK ELEMENTARY PROFILE
SCHOOL CHARACTERISTICS

September 30, 1996 Membership	**632**
Percent of Capacity	128%
Special Education	109
Gifted	28
Bilingual	11

AVERAGE DAILY ATTENDANCE/ AVERAGE DAILY MEMBERSHIP

Average Daily Attendance	603.7
Average Daily Membership	633.2
Percentage of Daily Attendance	95.3%

CLASSROOM GROUPS

	20 & below	21 to 30	31 +
Primary	4	10	-
Intermediate	-	8	-
Combination	-	4	-

STAFFING	**FTE**
Principals/ Asst. Principals	1.0
Classroom Teachers	26.0
Librarians	1.0
Special Education Teachers	5.0
Music Teachers	1.3
Art Teachers	.6
Phys. Ed. Teachers	1.4
Nurses	1.0
Teacher Assistants/Aides	.875
Special Education Aides	1.875
Project Pride Advocate	1.0
Bilingual Tutors	.4
Clerical Support Staff	1.875
Custodians	3.25

Budget *

1995-96 Expenditures	$2,534,585
1996-97 Budgeted Amount	$2,302,160
1997-98 Adopted Budget	$1,924,043

* Dollars budgeted or expended are general fund only.

Special Programs: Bilingual Ed., Community School, Full-Day Kindergarten, Migrant Ed., Project Pride, Slingerland (gr. 1), Spanish Immersion

CHUGIAK ELEMENTARY PROFILE
SCHOOL CHARACTERISTICS

Student Population Mobility

Membership	New Enrollment	Withdrawals	Transfer Out	Transfer In	Total Mobility	Percent Mobility
632	30	27	20	29	106	16.8%

Ethnicity Report--October 1996

White	Black	American Native	Asian / Pac Islander	Hispanic	Total Minority	School Total
549	11	39	7	24	81	630
87.1%	1.8%	6.2%	1.1%	3.8%	12.9%	

Free/Reduced Price Lunch Information

Year	School Level	Number in Attendance Area	Number of Children from Low Income Families *	Percent of Children from Low Income Families *
1996-97	Elementary	632	115	18.2%

* Estimate of children from low income families is based on Free/Reduced Lunch Program.

Retention Report

Grade Repeated	1	2	3	4	5	6	Total
Number Not Promoted	0	0	0	0	0	0	0
Percent Not Promoted	0%	0%	0%	0%	0%	0%	0%

Stability Rates of Students

Data Type	American Native	Asian/ Pac. Islander	Black	Hispanic	White	Total
Number	46	9	11	25	593	684
% in One Sch.	73.91%	77.78%	63.64%	88.00%	88.03%	86.55%
% in Same Sch.	69.57%	66.67%	63.64%	56.00%	73.52%	72.37%

CHUGIAK ELEMENTARY PROFILE
ACHIEVEMENT PROFILE

CAT Percentile Rank Scores
and Number Tested

SUBTEST		GRADE			
		3	4	5	6
Reading Vocabulary	%ile	74	61	65	64
	No.	93	83	97	75
Reading Comprehension	%ile	75	63	63	75
	No.	93	83	97	75
Total Reading	**%ile**	**76**	**64**	**67**	**72**
	No.	93	83	97	75
Language Mechanics	%ile	48	58	66	70
	No.	93	83	97	75
Language Expression	%ile	64	60	62	71
	No.	93	83	97	75
Total Language	**%ile**	**56**	**60**	**65**	**71**
	No.	93	83	97	75
Math Computation	%ile	61	49	36	69
	No.	92	83	98	75
Math Concepts and Applications	%ile	65	63	65	75
	No.	92	83	98	75
Total Mathematics	**%ile**	**65**	**57**	**52**	**73**
	No.	92	83	98	75
Total Battery	**%ile**	**67**	**61**	**64**	**74**
	No.	92	83	97	75
Word Analysis	%ile	65			
	No.	93			
Study Skills	%ile		69	61	70
	No.		83	97	75
Spelling	%ile	53	52	43	53
	No.	93	83	97	75
Science	%ile	75	63	54	69
	No.	93	83	97	75
Social Studies	%ile	69	58	66	60
	No.	92	83	97	75

Historical Performances
ITBS Percentile Rank Scores 1992-93 to 1994-95
CAT Percentile Rank Scores 1995-96 and 1996-97

Grade	Area	96-97	95-96	94-95	93-94	92-93
4	Total Reading	64	64	57	67	63
4	Total Language Arts	60	52	50	56	63
4	Total Mathematics	57	61	50	62	66
6	Total Reading	72	72	59	59	64
6	Total Language Arts	71	68	57	54	56
6	Total Mathematics	73	81	62	68	73

CHUGIAK ELEMENTARY PROFILE
ACHIEVEMENT PROFILE

GOAL	LEVEL OF ACHIEVEMENT
Improve students' editing skills	Partially Successful
Teachers utilize real life situations in teaching math	Successful
Work to reduce student conflict at our school	Partially Successful

Continuing Student Progress
Spring 1996-97
Expected Gain

Grade/Area		Number Tested	% Achieved Less Than One Year's Growth	% Achieved One Yr.'s Growth	% Achieved More Than One Year's Growth	1996 Mean	1997 Mean
4	Reading	76	39.5	38.2	22.4	61	58*
	Lang. Arts	75	38.7	28.0	33.3	57	55
	Math	76	40.8	28.9	30.3	58	54*
5	Reading	83	31.3	33.7	34.9	59	60
	Lang. Arts	83	15.7	32.5	51.8	53	59*
	Math	85	44.7	31.8	23.5	57	52*
6	Reading	67	31.3	40.3	28.4	61	61
	Lang. Arts	67	29.9	44.8	25.4	61	60
	Math	67	14.9	50.7	34.3	59	62

* -- Indicates Significant Difference in Means at .05 Level

Table 130

COLLEGE GATE ELEMENTARY PROFILE
SCHOOL CHARACTERISTICS

September 30, 1996 Membership	**451**
Percent of Capacity	91%
Special Education	69
Gifted	14
Bilingual	43

AVERAGE DAILY ATTENDANCE/ AVERAGE DAILY MEMBERSHIP

Average Daily Attendance	436.0
Average Daily Membership	459.9
Percentage of Daily Attendance	94.8%

CLASSROOM GROUPS

	20 & below	21 to 30	31 +
Primary	2	10	-
Intermediate	-	6	-
Combination	-	1	-

STAFFING	**FTE**
Principals/ Asst. Principals	1.0
Classroom Teachers	19.0
Librarians	1.0
Special Education Teachers	2.6
Music Teachers	1.0
Art Teachers	.5
Phys. Ed. Teachers	.9
Nurses	.9
Teacher Assistants/Aides	.875
Special Education Aides	1.25
Bilingual Tutors	1.0
Clerical Support Staff	1.625
Custodians	3.25

Budget *

1995-96 Expenditures	$1,697,056
1996-97 Budgeted Amount	$1,771,302
1997-98 Adopted Budget	$1,777,629

* Dollars budgeted or expended are general fund only.

Special Programs: Bilingual Ed., Full-Day Kindergarten, Project Pride

COLLEGE GATE ELEMENTARY PROFILE
SCHOOL CHARACTERISTICS

Student Population Mobility

Membership	New Enrollment	Withdrawals	Transfer Out	Transfer In	Total Mobility	Percent Mobility
451	42 .	32	26	40	140	31.0%

Ethnicity Report--October 1996

White	Black	American Native	Asian / Pac Islander	Hispanic	Total Minority	School Total
322	55	46	27	17	145	467
69.0%	11.8%	9.9%	5.8%	3.6%	31.1%	

Free/Reduced Price Lunch Information

Year	School Level	Number in Attendance Area	Number of Children from Low Income Families *	Percent of Children from Low Income Families *
1996-97	Elementary	451	157	34.8%

* Estimate of children from low income families is based on Free/Reduced Lunch Program.

Retention Report

Grade Repeated	1	2	3	4	5	6	Total
Number Not Promoted	0	1	0	0	0	0	1
Percent Not Promoted	0%	1.6%	0%	0%	0%	0%	0.3%

Stability Rates of Students

Data Type	American Native	Asian/ Pac. Islander	Black	Hispanic	White	Total
Number	59	31	61	19	341	511
% in One Sch.	64.41%	87.10%	78.69%	68.42%	82.99%	80.04%
% in Same Sch.	52.54%	74.19%	59.02%	68.42%	63.34%	62.43%

COLLEGE GATE ELEMENTARY PROFILE
ACHIEVEMENT PROFILE

CAT Percentile Rank Scores and Number Tested

SUBTEST		GRADE			
		3	4	5	6
Reading Vocabulary	%ile	43	66	58	55
	No.	69	60	65	53
Reading Comprehension	%ile	59	55	64	59
	No.	69	59	65	53
Total Reading	**%ile**	**52**	**64**	**63**	**58**
	No.	69	59	65	53
Language Mechanics	%ile	31	61	65	52
	No.	69	59	65	53
Language Expression	%ile	45	64	61	50
	No.	68	59	65	53
Total Language	**%ile**	**37**	**62**	**63**	**50**
	No.	68	59	65	53
Math Computation	%ile	51	68	61	54
	No.	66	58	65	52
Math Concepts and Applications	%ile	48	72	72	58
	No.	67	58	65	52
Total Mathematics	**%ile**	**49**	**72**	**70**	**55**
	No.	66	58	65	52
Total Battery	**%ile**	**47**	**66**	**67**	**54**
	No.	66	58	65	52
Word Analysis	%ile	35			
	No.	69			
Study Skills	%ile		72	67	62
	No.		57	64	53
Spelling	%ile	40	66	56	44
	No.	69	58	65	53
Science	%ile	56	68	52	41
	No.	67	57	64	53
Social Studies	%ile	50	63	65	44
	No.	65	57	64	52

Historical Performances
ITBS Percentile Rank Scores 1992-93 to 1994-95
CAT Percentile Rank Scores 1995-96 and 1996-97

Grade	Area	96-97	95-96	94-95	93-94	92-93
4	Total Reading	64	66	48	48	52
4	Total Language Arts	62	49	45	48	47
4	Total Mathematics	72	63	58	61	58
6	Total Reading	58	64	50	59	62
6	Total Language Arts	50	67	52	52	55
6	Total Mathematics	55	60	55	55	61

COLLEGE GATE ELEMENTARY PROFILE
ACHIEVEMENT PROFILE

GOAL	LEVEL OF ACHIEVEMENT
Improve math performance of students in grades 2-6	Successful
Improve student written language skills in grades K-6	Successful
Students in grades K-6 will demonstrate improved real life skills of problem solving and healthy lifestyles	Successful

Continuing Student Progress
Spring 1996-97
Expected Gain

Grade/Area		Number Tested	% Achieved Less Than One Year's Growth	% Achieved One Yr.'s Growth	% Achieved More Than One Year's Growth	1996 Mean	1997 Mean
4	Reading	48	27.1	35.4	37.5	54	58*
	Lang. Arts	47	19.1	19.1	61.7	48	58*
	Math	47	6.4	17.0	76.6	47	63*
5	Reading	49	34.7	28.6	36.7	60	60
	Lang. Arts	49	20.4	26.5	53.1	52	59*
	Math	49	28.6	34.7	36.7	60	62
6	Reading	38	50.0	34.2	15.8	59	55
	Lang. Arts	39	43.6	35.9	20.5	57	52*
	Math	37	18.9	40.5	40.5	49	56*

* -- Indicates Significant Difference in Means at .05 Level

Table 131

CREEKSIDE PARK ELEMENTARY PROFILE
SCHOOL CHARACTERISTICS

September 30, 1996 Membership	399
Percent of Capacity	111%
Special Education	77
Gifted	12
Bilingual	21

AVERAGE DAILY ATTENDANCE/ AVERAGE DAILY MEMBERSHIP

Average Daily Attendance	371.7
Average Daily Membership	398.8
Percentage of Daily Attendance	93.2%

CLASSROOM GROUPS

	20 & below	21 to 30	31 +
Primary	-	7	-
Intermediate	-	6	-
Combination	-	1	-
Multi-handicapped	2	-	-

STAFFING	FTE
Principals/ Asst. Principals	1.0
Classroom Teachers	14.0
Librarians	1.0
Special Education Teachers	6.5
Music Teachers	.8
Art Teachers	.5
Phys. Ed. Teachers	.9
Nurses	.8
Project Pride Advocates	2.0
Special Education Aides	6.25
Bilingual Tutors	.5
Clerical Support Staff	1.5
Custodians	2.0

Budget *

1995-96 Expenditures	$1,483,368
1996-97 Budgeted Amount	$1,425,064
1997-98 Adopted Budget	$1,320,051

* Dollars budgeted or expended are general fund only.

Special Programs: Bilingual Ed., Community School, Indian Ed., Migrant Ed., Project Pride, Special Ed. Intensive Service Sites

CREEKSIDE PARK ELEMENTARY PROFILE
SCHOOL CHARACTERISTICS

Student Population Mobility

Membership	New Enrollment	Withdrawals	Transfer Out	Transfer In	Total Mobility	Percent Mobility
399	45	33	57	60	195	48.9%

Ethnicity Report--October 1996

White	Black	American Native	Asian / Pac Islander	Hispanic	Total Minority	School Total
233	54	75	25	13	167	400
58.3%	13.5%	18.8%	6.3%	3.3%	41.8%	

Free/Reduced Price Lunch Information

Year	School Level	Number in Attendance Area	Number of Children from Low Income Families *	Percent of Children from Low Income Families *
1996-97	Elementary	399	176	44.1%

* Estimate of children from low income families is based on Free/Reduced Lunch Program.

Retention Report

Grade Repeated	1	2	3	4	5	6	Total
Number Not Promoted	0	1	0	0	2	0	3
Percent Not Promoted	0%	2.0%	0%	0%	4.0%	0%	1.0%

Stability Rates of Students

Data Type	American Native	Asian/ Pac. Islander	Black	Hispanic	White	Total
Number	98	28	79	14	268	487
% in One Sch.	64.29%	71.43%	59.49%	50.00%	74.63%	69.20%
% in Same Sch.	54.08%	60.71%	45.57%	50.00%	54.85%	53.39%

CREEKSIDE PARK ELEMENTARY PROFILE
ACHIEVEMENT PROFILE

CAT Percentile Rank Scores
and Number Tested

SUBTEST		GRADE			
		3	4	5	6
Reading Vocabulary	%ile	39	43	49	52
	No.	50	51	58	61
Reading Comprehension	%ile	42	53	48	64
	No.	50	52	58	60
Total Reading	**%ile**	**39**	**50**	**50**	**59**
	No.	50	51	58	60
Language Mechanics	%ile	28	35	56	64
	No.	49	52	58	61
Language Expression	%ile	38	44	46	57
	No.	49	52	58	61
Total Language	**%ile**	**32**	**39**	**51**	**62**
	No.	49	52	58	61
Math Computation	%ile	62	34	64	76
	No.	49	52	58	61
Math Concepts and Applications	%ile	50	45	50	69
	No.	49	50	58	61
Total Mathematics	**%ile**	**56**	**40**	**57**	**72**
	No.	49	50	58	61
Total Battery	**%ile**	**41**	**43**	**54**	**65**
	No.	49	49	58	60
Word Analysis	%ile	34			
	No.	50			
Study Skills	%ile		49	47	62
	No.		52	58	61
Spelling	%ile	44	37	43	48
	No.	49	52	58	61
Science	%ile	46	50	41	56
	No.	49	52	58	61
Social Studies	%ile	39	46	58	55
	No.	49	49	58	60

Historical Performances
ITBS Percentile Rank Scores 1992-93 to 1994-95
CAT Percentile Rank Scores 1995-96 and 1996-97

Grade	Area	96-97	95-96	94-95	93-94	92-93
4	Total Reading	50	48	46	42	32
4	Total Language Arts	39	35	49	35	27
4	Total Mathematics	40	46	59	51	37
6	Total Reading	59	46	41	46	53
6	Total Language Arts	62	47	39	36	44
6	Total Mathematics	72	63	52	42	45

CREEKSIDE PARK ELEMENTARY PROFILE
ACHIEVEMENT PROFILE

GOAL	LEVEL OF ACHIEVEMENT
Increase reading ability	Partially Successful
Increase writing ability	Partially Successful
Increase math problem solving abilities	Successful

Continuing Student Progress
Spring 1996-97
Expected Gain

Grade/Area		Number Tested	% Achieved Less Than One Year's Growth	% Achieved One Yr.'s Growth	% Achieved More Than One Year's Growth	1996 Mean	1997 Mean
4	Reading	33	39.4	30.3	30.3	50	50
	Lang. Arts	33	12.1	36.4	51.5	34	44*
	Math	33	33.3	33.3	33.3	44	46
5	Reading	38	39.5	21.1	39.5	48	50
	Lang. Arts	37	21.6	29.7	48.6	41	49*
	Math	37	27.0	18.9	54.1	50	55
6	Reading	43	27.9	39.5	32.6	57	59
	Lang. Arts	43	30.2	34.9	34.9	60	61
	Math	42	35.7	50.0	14.3	71	67

* -- Indicates Significant Difference in Means at .05 Level

Table 132

EAGLE RIVER ELEMENTARY PROFILE
SCHOOL CHARACTERISTICS

September 30, 1996 Membership	**438**
Percent of Capacity	87%
Special Education	89
Gifted	23
Bilingual	8

AVERAGE DAILY ATTENDANCE/ AVERAGE DAILY MEMBERSHIP	
Average Daily Attendance	420.9
Average Daily Membership	444.7
Percentage of Daily Attendance	94.7

CLASSROOM GROUPS

	20 & below	21 to 30	31 +
Primary	3	5	-
Intermediate	-	5	-
Combination	-	5	-

STAFFING	**FTE**
Principals/ Asst. Principals	1.0
Classroom Teachers	16.5
Librarians	1.0
Special Education Teachers	3.8
Music Teachers	.9
Art Teachers	.5
Phys. Ed. Teachers	.8
Nurses	.9
Special Education Aides	2.0
Bilingual Tutors	.3
Clerical Support Staff	1.5
Custodians	2.5

Budget *

1995-96 Expenditures	$1,924,365
1996-97 Budgeted Amount	$1,628,386
1997-98 Adopted Budget	$1,479,183

* Dollars budgeted or expended are general fund only.

Special Programs: Bilingual Ed., Migrant Ed., Open Optional, Slingerland (gr. 3 and 4)

BEST COPY AVAILABLE

EAGLE RIVER ELEMENTARY PROFILE
SCHOOL CHARACTERISTICS

Student Population Mobility

Membership	New Enrollment	Withdrawals	Transfer Out	Transfer In	Total Mobility	Percent Mobility
438	44	19	22	32	117	26.7%

Ethnicity Report--October 1996

White	Black	American Native	Asian / Pac Islander	Hispanic	Total Minority	School Total
374	8	29	14	18	69	443
84.4%	1.8%	6.6%	3.2%	4.1%	15.6%	

Free/Reduced Price Lunch Information

Year	School Level	Number in Attendance Area	Number of Children from Low Income Families *	Percent of Children from Low Income Families *
1996-97	Elementary	438	116	26.5%

* Estimate of children from low income families is based on Free/Reduced Lunch Program.

Retention Report

Grade Repeated	1	2	3	4	5	6	Total
Number Not Promoted	2	0	1	1	1	1	6
Percent Not Promoted	3.0%	0%	1.8%	1.1%	1.6%	1.2%	1.3%

Stability Rates of Students

Data Type	American Native	Asian/ Pac. Islander	Black	Hispanic	White	Total
Number	31	16	10	21	411	489
% in One Sch.	67.74%	43.75%	70.00%	80.95%	86.37%	83.23%
% in Same Sch.	58.06%	50.00%	40.00%	71.43%	67.88%	66.26%

EAGLE RIVER ELEMENTARY PROFILE
ACHIEVEMENT PROFILE

CAT Percentile Rank Scores and Number Tested

SUBTEST		GRADE 3	4	5	6
Reading Vocabulary	%ile	67	61	63	59
	No.	53	82	53	73
Reading Comprehension	%ile	63	61	62	66
	No.	53	82	53	73
Total Reading	**%ile**	**65**	**63**	**65**	**64**
	No.	53	82	53	73
Language Mechanics	%ile	44	62	72	70
	No.	53	83	53	73
Language Expression	%ile	64	62	60	66
	No.	53	83	53	73
Total Language	**%ile**	**55**	**63**	**68**	**68**
	No.	53	83	53	73
Math Computation	%ile	62	40	53	58
	No.	53	83	53	73
Math Concepts and Applications	%ile	62	67	66	67
	No.	53	83	53	73
Total Mathematics	**%ile**	**63**	**56**	**62**	**63**
	No.	53	83	53	73
Total Battery	**%ile**	**62**	**61**	**67**	**65**
	No.	53	82	53	73
Word Analysis	%ile	58			
	No.	53			
Study Skills	%ile		73	58	65
	No.		83	53	73
Spelling	%ile	45	53	42	52
	No.	53	82	53	73
Science	%ile	59	72	48	60
	No.	53	83	53	73
Social Studies	%ile	67	59	63	60
	No.	53	83	53	73

Historical Performances
ITBS Percentile Rank Scores 1992-93 to 1994-95
CAT Percentile Rank Scores 1995-96 and 1996-97

Grade	Area	96-97	95-96	94-95	93-94	92-93
4	Total Reading	63	63	60	60	53
4	Total Language Arts	63	63	57	61	54
4	Total Mathematics	56	60	64	58	53
6	Total Reading	64	69	67	59	67
6	Total Language Arts	68	68	59	51	66
6	Total Mathematics	63	74	70	59	72

EAGLE RIVER ELEMENTARY PROFILE
ACHIEVEMENT PROFILE

GOAL	LEVEL OF ACHIEVEMENT
Continue to address improvement of language arts skills and writing ability	Successful
Address improvement of math skills	Partially Successful
Continue to foster self-esteem in students and staff	Successful
Continue to update and improve technology	Partially Successful

Continuing Student Progress
Spring 1996-97
Expected Gain

Grade/Area		Number Tested	% Achieved Less Than One Year's Growth	% Achieved One Yr.'s Growth	% Achieved More Than One Year's Growth	1996 Mean	1997 Mean
4	Reading	54	33.3	38.9	27.8	60	58
	Lang. Arts	54	18.5	38.9	42.6	55	59*
	Math	54	42.6	31.5	25.9	59	55
5	Reading	43	32.6	34.9	32.6	56	57
	Lang. Arts	43	25.6	37.2	37.2	56	60
	Math	43	30.2	25.6	44.2	55	57
6	Reading	61	36.1	41.0	23.0	61	59
	Lang. Arts	61	32.8	36.1	31.1	63	61
	Math	59	28.8	42.4	28.8	58	58

* -- Indicates Significant Difference in Means at .05 Level

Table 133

FAIRVIEW ELEMENTARY PROFILE
SCHOOL CHARACTERISTICS

September 30, 1996 Membership	440
Percent of Capacity	162%
Special Education	80
Gifted	8
Bilingual	130

AVERAGE DAILY ATTENDANCE/ AVERAGE DAILY MEMBERSHIP

Average Daily Attendance	395.8
Average Daily Membership	434.3
Percentage of Daily Attendance	91.1%

CLASSROOM GROUPS

	20 & below	21 to 30	31 +
Primary	16	-	-
Intermediate	9	-	-
Combination	-	-	-

STAFFING	FTE
Principals/ Asst. Principals	1.0
Classroom Teachers (7 funded by Title I)	25.0
Librarians	1.0
Special Education Teachers	3.6
Music Teachers	1.2
Art Teachers	.6
Phys. Ed. Teachers	1.2
Bilingual Teacher	1.0
Counselors	1.0
Nurses	.7
Project Pride Advocates	2.0
Special Education Aides	1.375
Title I Coordinators	1.0
Bilingual Tutors	3.0
Indian Ed. Tutor/Counselor	1.0
Teacher Assistants/Aides	1.3
Clerical Support Staff	1.625
Custodians	3.0

Budget *

1995-96 Expenditures	$1,789,852
1996-97 Budgeted Amount	$1,861,015
1997-98 Adopted Budget	$1,793,202

* Dollars budgeted or expended are general fund only.

Special Programs: Bilingual Ed., Community School, Full-day Kindergarten, Indian Ed., Project Pride, Title I,

FAIRVIEW ELEMENTARY PROFILE
SCHOOL CHARACTERISTICS

Student Population Mobility

Membership	New Enrollment	Withdrawals	Transfer Out	Transfer In	Total Mobility	Percent Mobility
440	64	59	113	87	323	73.4%

Ethnicity Report--October 1996

White	Black	American Native	Asian / Pac Islander	Hispanic	Total Minority	School Total
83	118	112	53	78	361	444
18.7%	26.6%	25.2%	11.9%	17.6%	81.3%	

Free/Reduced Price Lunch Information

Year	School Level	Number in Attendance Area	Number of Children from Low Income Families *	Percent of Children from Low Income Families *
1996-97	Elementary	440	371	84.3%

* Estimate of children from low income families is based on Free/Reduced Lunch Program.

Retention Report

Grade Repeated	1	2	3	4	5	6	Total
Number Not Promoted	0	0	0	0	0	0	0
Percent Not Promoted	0%	0%	0%	0%	0%	0%	0%

Stability Rates of Students

Data Type	American Native	Asian/ Pac. Islander	Black	Hispanic	White	Total
Number	153	62	163	95	117	590
% in One Sch.	47.71%	61.29%	56.44%	67.37%	52.99%	55.76%
% in Same Sch.	46.41%	62.90%	47.85%	55.79%	40.17%	48.81%

FAIRVIEW ELEMENTARY PROFILE
ACHIEVEMENT PROFILE

CAT Percentile Rank Scores
and Number Tested

SUBTEST		GRADE			
		3	4	5	6
Reading Vocabulary	%ile	50	52	32	34
	No.	55	40	40	51
Reading Comprehension	%ile	42	63	40	41
	No.	55	40	39	51
Total Reading	**%ile**	**45**	**60**	**36**	**37**
	No.	55	40	39	51
Language Mechanics	%ile	39	57	71	40
	No.	55	40	40	51
Language Expression	%ile	43	55	46	40
	No.	55	40	40	51
Total Language	**%ile**	**42**	**57**	**60**	**39**
	No.	55	40	40	51
Math Computation	%ile	69	62	53	48
	No.	54	39	40	53
Math Concepts and Applications	%ile	59	63	53	49
	No.	55	39	40	53
Total Mathematics	**%ile**	**64**	**62**	**54**	**47**
	No.	54	39	40	53
Total Battery	**%ile**	**49**	**60**	**51**	**39**
	No.	54	39	39	50
Word Analysis	%ile	35			
	No.	56			
Study Skills	%ile		56	42	39
	No.		40	40	53
Spelling	%ile	57	71	52	44
	No.	55	40	40	51
Science	%ile	49	51	42	24
	No.	55	40	40	54
Social Studies	%ile	51	49	55	47
	No.	54	40	40	53

Historical Performances
ITBS Percentile Rank Scores 1992-93 to 1994-95
CAT Percentile Rank Scores 1995-96 and 1996-97

Grade	Area	96-97	95-96	94-95	93-94	92-93
4	Total Reading	60	34	26	26	35
4	Total Language Arts	57	26	28	32	49
4	Total Mathematics	62	38	29	40	52
6	Total Reading	37	39	43	44	60
6	Total Language Arts	39	39	42	48	66
6	Total Mathematics	47	61	55	61	74

FAIRVIEW ELEMENTARY PROFILE
ACHIEVEMENT PROFILE

GOAL	LEVEL OF ACHIEVEMENT
Enhance student improvement in area of reading and language arts with emphasis on comprehension and writing fluency	Partially Successful
Increase achievement in math problem solving and computation	Partially Successful
Foster development of students' conflict resolution skills	Unsuccessful
Nurture and increase parent, community, and business involvement	Partially Successful

Continuing Student Progress
Spring 1996-97
Expected Gain

Grade/Area		Number Tested	% Achieved Less Than One Year's Growth	% Achieved One Yr.'s Growth	% Achieved More Than One Year's Growth	1996 Mean	1997 Mean
4	Reading	25	16.0	40.0	44.0	55	59
	Lang. Arts	25	12.0	36.0	52.0	49	57*
	Math	24	25.0	25.0	50.0	56	62
5	Reading	25	36.0	32.0	32.0	43	47
	Lang. Arts	28	7.1	17.9	75.0	41	56*
	Math	28	7.1	32.1	60.7	46	55*
6	Reading	33	30.3	12.1	57.6	41	45
	Lang. Arts	33	30.3	33.3	36.4	41	45
	Math	34	26.5	29.4	44.1	45	49

* -- Indicates Significant Difference in Means at .05 Level

Table 134

FIRE LAKE ELEMENTARY PROFILE
SCHOOL CHARACTERISTICS

September 30, 1996 Membership	**450**
Percent of Capacity	93%
Special Education	67
Gifted	16
Bilingual	12

AVERAGE DAILY ATTENDANCE/ AVERAGE DAILY MEMBERSHIP

Average Daily Attendance	435.7
Average Daily Membership	459.1
Percentage of Daily Attendance	94.9

CLASSROOM GROUPS

	20 & below	21 to 30	31 +
Primary	3	8	-
Intermediate	-	7	-
Combination	-	1	-

STAFFING	**FTE**
Principals/ Asst. Principals	1.0
Classroom Teachers	18.0
Librarians	1.0
Special Education Teachers	3.2
Music Teachers	1.0
Art Teachers	.5
Phys. Ed. Teachers	1.0
Nurses	.75
Special Education Aides	1.25
Bilingual Tutors	.4
Clerical Support Staff	1.625
Custodians	2.5

Budget *

1995-96 Expenditures	$1,860,752
1996-97 Budgeted Amount	$1,701,120
1997-98 Adopted Budget	$1,395,846

* Dollars budgeted or expended are general fund only.

Special Programs: Bilingual Ed., Community School, Migrant Ed.

FIRE LAKE ELEMENTARY PROFILE
SCHOOL CHARACTERISTICS

Student Population Mobility

Membership	New Enrollment	Withdrawals	Transfer Out	Transfer In	Total Mobility	Percent Mobility
450	55	28	23	29	135	30.0%

Ethnicity Report--October 1996

White	Black	American Native	Asian / Pac Islander	Hispanic	Total Minority	School Total
368	16	32	16	19	83	451
81.6%	3.6%	7.1%	3.6%	4.2%	18.4%	

Free/Reduced Price Lunch Information

Year	School Level	Number in Attendance Area	Number of Children from Low Income Families *	Percent of Children from Low Income Families *
1996-97	Elementary	450	76	16.9%

* Estimate of children from low income families is based on Free/Reduced Lunch Program.

Retention Report

Grade Repeated	1	2	3	4	5	6	Total
Number Not Promoted	0	0	0	0	0	0	0
Percent Not Promoted	0%	0%	0%	0%	0%	0%	0%

Stability Rates of Students

Data Type	American Native	Asian/ Pac. Islander	Black	Hispanic	White	Total
Number	43	17	21	19	417	517
% in One Sch.	74.42%	94.12%	71.43%	73.68%	81.77%	80.85%
% in Same Sch.	55.81%	64.71%	52.38%	68.42%	63.55%	62.67%

FIRE LAKE ELEMENTARY PROFILE
ACHIEVEMENT PROFILE

CAT Percentile Rank Scores
and Number Tested

SUBTEST		GRADE			
		3	4	5	6
Reading Vocabulary	%ile	60	55	58	55
	No.	66	70	67	72
Reading Comprehension	%ile	60	50	59	63
	No.	66	69	68	71
Total Reading	**%ile**	**60**	**54**	**61**	**61**
	No.	66	69	67	71
Language Mechanics	%ile	60	55	63	59
	No.	65	70	67	70
Language Expression	%ile	57	51	53	61
	No.	65	71	67	71
Total Language	**%ile**	**59**	**54**	**59**	**60**
	No.	65	70	67	70
Math Computation	%ile	73	68	54	74
	No.	64	70	66	71
Math Concepts and Applications	%ile	71	68	64	69
	No.	65	70	65	70
Total Mathematics	**%ile**	**74**	**69**	**61**	**71**
	No.	64	70	65	70
Total Battery	**%ile**	**65**	**59**	**63**	**67**
	No.	64	67	61	69
Word Analysis	%ile	52			
	No.	66			
Study Skills	%ile		63	56	61
	No.		70	66	71
Spelling	%ile	49	50	47	48
	No.	66	71	64	71
Science	%ile	72	61	44	53
	No.	64	69	65	70
Social Studies	%ile	64	58	58	59
	No.	65	68	65	70

Historical Performances
ITBS Percentile Rank Scores 1992-93 to 1994-95
CAT Percentile Rank Scores 1995-96 and 1996-97

Grade	Area	96-97	95-96	94-95	93-94	92-93
4	Total Reading	54	60	54	49	43
4	Total Language Arts	54	55	45	41	37
4	Total Mathematics	69	64	65	68	57
6	Total Reading	61	63	56	60	56
6	Total Language Arts	60	52	48	52	51
6	Total Mathematics	71	76	59	59	63

FIRE LAKE ELEMENTARY PROFILE
ACHIEVEMENT PROFILE

GOAL	LEVEL OF ACHIEVEMENT
Staff learn about and demonstrate specific technological devices	Successful
Develop lessons and improvement units in science	Successful
Improve problem solving skills in mathematics	Successful

Continuing Student Progress
Spring 1996-97
Expected Gain

Grade/Area		Number Tested	% Achieved Less Than One Year's Growth	% Achieved One Yr.'s Growth	% Achieved More Than One Year's Growth	1996 Mean	1997 Mean
4	Reading	52	26.9	34.6	38.5	52	52
	Lang. Arts	52	21.2	34.6	44.2	48	52*
	Math	53	26.4	32.1	41.5	58	61
5	Reading	45	20.0	44.4	35.6	54	56
	Lang. Arts	46	30.4	39.1	30.4	53	56
	Math	46	32.6	30.4	37.0	57	57
6	Reading	50	38.0	30.0	32.0	58	59
	Lang. Arts	50	34.0	32.0	34.0	59	57
	Math	47	21.3	29.8	48.9	58	64*

* -- Indicates Significant Difference in Means at .05 Level

Table 135

GOVERNMENT HILL ELEMENTARY PROFILE
SCHOOL CHARACTERISTICS

September 30, 1996 Membership	**326**
Percent of Capacity	120%
Special Education	40
Gifted	4
Bilingual	128

AVERAGE DAILY ATTENDANCE/ AVERAGE DAILY MEMBERSHIP

Average Daily Attendance	306.5
Average Daily Membership	326.5
Percentage of Daily Attendance	93.9%

CLASSROOM GROUPS

	20 & below	21 to 30	31 +
Primary	1	6	-
Intermediate	-	-	-
Combination	-	7	-

STAFFING	**FTE**
Principals/ Asst. Principals	1.0
Classroom Teachers	14.0
Librarians	1.0
Special Education Teachers	2.1
Title I Specialists	1.5
Music Teachers	.8
Art Teachers	.4
Physical Ed. Teachers	.7
Counselors	1.0
Nurses	.55
Teacher Assistants/Aides	.4375
Special Education Aides	.75
Title I Coordinators	.5
Bilingual Tutors	4.0
Indian Ed. Tutor/Counselor	.5
Clerical Support Staff	1.0
Custodians	2.0

Budget *

1995-96 Expenditures	$1,526,927
1996-97 Budgeted Amount	$1,523,032
1997-98 Adopted Budget	$1,444,485

* Dollars budgeted or expended are general fund only.

Special Programs: Bilingual Ed., Full-Day Kindergarten, Indian Ed., Spanish Immersion, Migrant Ed., Title I

GOVERNMENT HILL ELEMENTARY PROFILE
SCHOOL CHARACTERISTICS

Student Population Mobility

Membership	New Enrollment	Withdrawals	Transfer Out	Transfer In	Total Mobility	Percent Mobility
326	32	29	27	38	126	38.7%

Ethnicity Report--October 1996

White	Black	American Native	Asian / Pac Islander	Hispanic	Total Minority	School Total
128	40	43	21	96	200	328
39.0%	12.2%	13.1%	6.4%	29.3%	61.0%	

Free/Reduced Price Lunch Information

Year	School Level	Number in Attendance Area	Number of Children from Low Income Families *	Percent of Children from Low Income Families *
1996-97	Elementary	326	180	55.2%

* Estimate of children from low income families is based on Free/Reduced Lunch Program.

Retention Report

Grade Repeated	1	2	3	4	5	6	Total
Number Not Promoted	0	0	0	0	0	0	0
Percent Not Promoted	0%	0%	0%	0%	0%	0%	0%

Stability Rates of Students

Data Type	American Native	Asian/ Pac. Islander	Black	Hispanic	White	Total
Number	58	23	43	114	144	382
% in One Sch.	50.00%	78.26%	76.74%	71.93%	85.42%	74.61%
% in Same Sch.	56.90%	65.22%	34.88%	54.39%	59.03%	54.97%

GOVERNMENT HILL ELEMENTARY PROFILE
ACHIEVEMENT PROFILE

CAT Percentile Rank Scores and Number Tested

SUBTEST		GRADE			
		3	4	5	6
Reading Vocabulary	%ile	49	33	43	51
	No.	37	26	28	18
Reading Comprehension	%ile	47	37	41	56
	No.	37	26	28	18
Total Reading	**%ile**	**48**	**34**	**42**	**53**
	No.	37	26	28	18
Language Mechanics	%ile	42	59	62	60
	No.	37	26	28	18
Language Expression	%ile	45	37	48	53
	No.	37	26	28	18
Total Language	**%ile**	**44**	**46**	**55**	**55**
	No.	37	26	28	18
Math Computation	%ile	78	60	45	61
	No.	37	26	28	18
Math Concepts and Applications	%ile	56	59	57	69
	No.	37	26	28	18
Total Mathematics	**%ile**	**67**	**60**	**52**	**65**
	No.	37	26	28	18
Total Battery	**%ile**	**52**	**44**	**49**	**57**
	No.	37	26	28	18
Word Analysis	%ile	46			
	No.	37			
Study Skills	%ile		54	52	51
	No.		26	28	18
Spelling	%ile	37	39	48	32
	No.	37	26	28	18
Science	%ile	55	56	45	39
	No.	37	26	28	18
Social Studies	%ile	56	56	59	56
	No.	37	26	28	18

Historical Performances
ITBS Percentile Rank Scores 1992-93 to 1994-95
CAT Percentile Rank Scores 1995-96 and 1996-97

Grade	Area	96-97	95-96	94-95	93-94	92-93
4	Total Reading	34	40	33	25	17
4	Total Language Arts	46	38	33	23	14
4	Total Mathematics	60	61	57	31	29
6	Total Reading	53	33	37	26	34
6	Total Language Arts	55	34	22	15	28
6	Total Mathematics	65	54	39	32	34

GOVERNMENT HILL ELEMENTARY PROFILE
ACHIEVEMENT PROFILE

GOAL	LEVEL OF ACHIEVEMENT
Increase student achievement and interest in reading	Successful
Increase student achievement in written language skills	Successful
Promote parent, community, and business involvement	Successful
Develop a whole school climate plan	Successful

Continuing Student Progress
Spring 1996-97
Expected Gain

Grade/Area		Number Tested	% Achieved Less Than One Year's Growth	% Achieved One Yr.'s Growth	% Achieved More Than One Year's Growth	1996 Mean	1997 Mean
4	Reading	22	45.5	50.0	4.5	47	39*
	Lang. Arts	21	38.1	33.3	28.6	49	47
	Math	21	38.1	33.3	28.6	59	55
5	Reading	20	40.0	35.0	25.0	51	49
	Lang. Arts	20	30.0	35.0	35.0	55	55
	Math	20	50.0	30.0	20.0	62	55
6	Reading	16	25.0	37.5	37.5	48	50
	Lang. Arts	16	37.5	43.8	18.8	54	49
	Math	16	12.5	37.5	50.0	50	57*

* -- Indicates Significant Difference in Means at .05 Level

Table 136

HOMESTEAD ELEMENTARY PROFILE
SCHOOL CHARACTERISTICS

September 30, 1996 Membership	**529**
Percent of Capacity	102%
Special Education	58
Gifted	37
Bilingual	1

AVERAGE DAILY ATTENDANCE/ AVERAGE DAILY MEMBERSHIP	
Average Daily Attendance	507.5
Average Daily Membership	529.3
Percentage of Daily Attendance	95.9%

CLASSROOM GROUPS

	20 & below	21 to 30	31 +
Primary	-	11	-
Intermediate	-	6	1
Combination	-	2	-

STAFFING	**FTE**
Principals/ Asst. Principals	1.0
Classroom Teachers	18.5
Librarians	1.0
Special Education Teachers	2.6
Gifted Teachers	1.0
Music Teachers	1.0
Art Teachers	.5
Phys. Ed. Teachers	1.0
Nurses	.7
Special Education Aides	1.5
Clerical Support Staff	1.75
Custodians	2.5

Budget *

1995-96 Expenditures	$1,836,580
1996-97 Budgeted Amount	$1,744,662
1997-98 Adopted Budget	$1,615,775

* Dollars budgeted or expended are general fund only.

Special Programs: Bilingual Ed., Classroom Delivery Model, Migrant Ed.

HOMESTEAD ELEMENTARY PROFILE
SCHOOL CHARACTERISTICS

Student Population Mobility

Membership	New Enrollment	Withdrawals	Transfer Out	Transfer In	Total Mobility	Percent Mobility
529	39	26	9	15	89	16.8%

Ethnicity Report--October 1996

White	Black	American Native	Asian / Pac Islander	Hispanic	Total Minority	School Total
471	11	33	13	1	58	529
89.0%	2.1%	6.2%	2.5%	0.2%	11.0%	

Free/Reduced Price Lunch Information

Year	School Level	Number in Attendance Area	Number of Children from Low Income Families *	Percent of Children from Low Income Families *
1996-97	Elementary	529	25	4.7%

* Estimate of children from low income families is based on Free/Reduced Lunch Program.

Retention Report

Grade Repeated	1	2	3	4	5	6	Total
Number Not Promoted	1	0	1	0	0	0	2
Percent Not Promoted	1.4%	0%	1.5%	0%	0%	0%	0.4%

Stability Rates of Students

Data Type	American Native	Asian/ Pac. Islander	Black	Hispanic	White	Total
Number	36	14	14	2	498	564
% in One Sch.	83.33%	92.86%	71.43%	50.00%	89.16%	88.30%
% in Same Sch.	72.22%	78.57%	57.14%	50.00%	71.49%	71.28%

HOMESTEAD ELEMENTARY PROFILE
ACHIEVEMENT PROFILE

CAT Percentile Rank Scores and Number Tested

SUBTEST		GRADE			
		3	4	5	6
Reading Vocabulary	%ile	61	68	72	61
	No.	55	78	71	93
Reading Comprehension	%ile	58	54	71	62
	No.	55	78	71	93
Total Reading	**%ile**	**60**	**62**	**74**	**63**
	No.	55	78	71	93
Language Mechanics	%ile	55	74	80	73
	No.	55	78	71	93
Language Expression	%ile	65	70	72	64
	No.	55	78	71	93
Language Total	**%ile**	**62**	**74**	**78**	**69**
	No.	55	78	71	93
Math Computation	%ile	62	71	64	72
	No.	55	78	70	93
Math Concepts and Applications	%ile	58	76	76	73
	No.	55	78	70	93
Total Mathematics	**%ile**	**61**	**76**	**73**	**73**
	No.	55	78	70	93
Total Battery	**%ile**	**62**	**71**	**78**	**69**
	No.	55	78	70	93
Word Analysis	%ile	56			
	No.	55			
Study Skills	%ile		73	68	61
	No.		78	70	93
Spelling	%ile	55	62	62	54
	No.	55	78	71	93
Science	%ile	59	69	61	54
	No.	55	78	70	93
Social Studies	%ile	55	64	68	61
	No.	55	78	70	93

Historical Performances
ITBS Percentile Rank Scores 1992-93 to 1994-95
CAT Percentile Rank Scores 1995-96 and 1996-97

Grade	Area	96-97	95-96	94-95	93-94	92-93
4	Total Reading	62	71	61	61	51
4	Total Language Arts	74	72	66	66	61
4	Total Mathematics	76	75	67	63	62
6	Total Reading	63	63	57	59	56
6	Total Language Arts	69	67	65	63	63
6	Total Mathematics	73	66	59	64	67

HOMESTEAD ELEMENTARY PROFILE
ACHIEVEMENT PROFILE

GOAL	LEVEL OF ACHIEVEMENT
Demonstrate one year's growth in math skills	Successful
Demonstrate growth in writing/language arts skills	Successful
Continue improvement on disaster preparedness	Successful

Continuing Student Progress
Spring 1996-97
Expected Gain

Grade/Area		Number Tested	% Achieved Less Than One Year's Growth	% Achieved One Yr.'s Growth	% Achieved More Than One Year's Growth	1996 Mean	1997 Mean
4	Reading	62	43.5	35.5	21.0	62	57*
	Lang. Arts	63	19.0	25.4	55.6	58	66*
	Math	63	31.7	31.7	36.5	62	66
5	Reading	60	30.0	38.3	31.7	62	65
	Lang. Arts	59	25.4	27.1	47.5	63	68*
	Math	59	32.2	39.0	28.8	65	64
6	Reading	83	34.9	48.2	16.9	64	59*
	Lang. Arts	83	36.1	41.0	22.9	64	62
	Math	83	19.3	41.0	39.8	61	64

* -- Indicates Significant Difference in Means at .05 Level

Table 137

HUFFMAN ELEMENTARY PROFILE
SCHOOL CHARACTERISTICS

September 30, 1996 Membership	**476**
Percent of Capacity	99%
Special Education	89
Gifted	35
Bilingual	5

AVERAGE DAILY ATTENDANCE/ AVERAGE DAILY MEMBERSHIP

Average Daily Attendance	461.0
Average Daily Membership	479.8
Percentage of Daily Attendance	96.1%

CLASSROOM GROUPS

	20 & below	21 to 30	31 +
Primary	-	10	-
Intermediate	-	7	1
Combination	-	1	-

STAFFING	**FTE**
Principals/ Asst. Principals	1.0
Classroom Teachers	18.0
Librarians	1.0
Special Education Teachers	4.4
Music Teachers	1.0
Art Teachers	.5
Phys. Ed. Teachers	1.0
Nurses	.65
Special Education Aides	.875
Bilingual Tutors	.25
Clerical Support Staff	1.625
Custodians	2.5

Budget *

1995-96 Expenditures	$1,811,579
1996-97 Budgeted Amount	$1,700,283
1997-98 Adopted Budget	$1,612,945

* Dollars budgeted or expended are general fund only.

Special Programs: Bilingual Ed., Gifted Service School, Migrant Ed., Slingerland (gr. 1, 2, and 3)

HUFFMAN ELEMENTARY PROFILE
SCHOOL CHARACTERISTICS

Student Population Mobility

Membership	New Enrollment	Withdrawals	Transfer Out	Transfer In	Total Mobility	Percent Mobility
476	38	22	20	19	99	20.8%

Ethnicity Report--October 1996

White	Black	American Native	Asian / Pac Islander	Hispanic	Total Minority	School Total
435	3	17	18	8	46	481
90.4%	.6%	3.5%	3.7%	1.7%	9.6%	

Free/Reduced Price Lunch Information

Year	School Level	Number in Attendance Area	Number of Children from Low Income Families *	Percent of Children from Low Income Families *
1996-97	Elementary	476	14	2.9%

* Estimate of children from low income families is based on Free/Reduced Lunch Program.

Retention Report

Grade Repeated	1	2	3	4	5	6	Total
Number Not Promoted	5	0	0	0	0	0	5
Percent Not Promoted	7.0%	0%	0%	0%	0%	0%	1.0%

Stability Rates of Students

Data Type	American Native	Asian/ Pac. Islander	Black	Hispanic	White	Total
Number	20	18	3	9	473	523
% in One Sch.	75.00%	83.33%	66.67%	88.89%	84.99%	84.51%
% in Same Sch.	35.00%	88.89%	100.00%	77.78%	70.40%	69.98%

HUFFMAN ELEMENTARY PROFILE
ACHIEVEMENT PROFILE

CAT Percentile Rank Scores
and Number Tested

SUBTEST		GRADE			
		3	4	5	6
Reading Vocabulary	%ile	72	78	82	72
	No.	74	69	75	62
Reading Comprehension	%ile	83	76	75	79
	No.	74	70	75	61
Total Reading	**%ile**	**81**	**78**	**81**	**77**
	No.	74	69	75	61
Language Mechanics	%ile	63	77	81	83
	No.	74	69	75	61
Language Expression	%ile	77	76	85	76
	No.	73	70	75	61
Total Language	**%ile**	**72**	**79**	**84**	**82**
	No.	73	69	75	61
Math Computation	%ile	75	81	79	87
	No.	74	70	75	61
Math Concepts and Applications	%ile	76	87	83	78
	No.	74	69	74	61
Total Mathematics	**%ile**	**78**	**87**	**84**	**85**
	No.	74	69	74	61
Total Battery	**%ile**	**79**	**85**	**87**	**83**
	No.	73	68	74	61
Word Analysis	%ile	71			
	No.	74			
Study Skills	%ile		85	75	79
	No.		69	74	61
Spelling	%ile	58	69	64	66
	No.	74	70	75	62
Science	%ile	79	78	62	82
	No.	74	69	74	59
Social Studies	%ile	73	73	82	75
	No.	74	69	74	59

Historical Performances
ITBS Percentile Rank Scores 1992-93 to 1994-95
CAT Percentile Rank Scores 1995-96 and 1996-97

Grade	Area	96-97	95-96	94-95	93-94	92-93
4	Total Reading	78	80	69	67	74
4	Total Language Arts	79	76	70	68	68
4	Total Mathematics	87	84	76	69	76
6	Total Reading	77	84	79	78	71
6	Total Language Arts	82	83	77	74	67
6	Total Mathematics	85	89	84	87	77

HUFFMAN ELEMENTARY PROFILE
ACHIEVEMENT PROFILE

GOAL	LEVEL OF ACHIEVEMENT
Phase II of orientation and selection of New Math Adoption	Successful
Improve student attitude and achievement in science	Successful
Implement technology curricula, provide further technology, and technology staff development	Successful

Continuing Student Progress
Spring 1996-97
Expected Gain

Grade/Area		Number Tested	% Achieved Less Than One Year's Growth	% Achieved One Yr.'s Growth	% Achieved More Than One Year's Growth	1996 Mean	1997 Mean
4	Reading	56	48.2	39.3	12.5	75	68*
	Lang. Arts	55	23.6	36.4	40.0	65	69
	Math	55	14.5	30.9	54.5	70	77*
5	Reading	59	32.2	32.2	35.6	68	67
	Lang. Arts	57	21.1	28.1	50.9	66	70*
	Math	58	32.8	37.9	29.3	71	70
6	Reading	54	37.0	33.3	29.6	68	66
	Lang. Arts	54	35.2	33.3	31.5	69	69
	Math	54	13.0	44.4	42.6	66	71*

* – Indicates Significant Difference in Means at .05 Level

Table 138

INLET VIEW ELEMENTARY PROFILE
SCHOOL CHARACTERISTICS

September 30, 1996 Membership	261
Percent of Capacity	89%
Special Education	43
Gifted	41
Bilingual	22

AVERAGE DAILY ATTENDANCE/ AVERAGE DAILY MEMBERSHIP

Average Daily Attendance	245.5
Average Daily Membership	259.8
Percentage of Daily Attendance	94.5%

CLASSROOM GROUPS

	20 & below	21 to 30	31 +
Primary	2	3	-
Intermediate	-	3	-
Combination	-	3	-

STAFFING	FTE
Principals/ Asst. Principals	1.0
Classroom Teachers	10.0
Librarians	1.0
Special Education Teachers	1.3
Gifted Teachers	2.0
Music Teachers	.5
Art Teachers	.3
Phys. Ed. Teachers	.5
Nurses	.4
Special Education Aides	1.5
Bilingual Tutors	1.0
Clerical Support Staff	1.0
Custodians	2.0

Budget *

1995-96 Expenditures	$993,158
1996-97 Budgeted Amount	$1,038,301
1997-98 Adopted Budget	$1,031,559

* Dollars budgeted or expended are general fund only.

Special Programs: Bilingual Ed., Community School, Gifted Service School

INLET VIEW ELEMENTARY PROFILE
SCHOOL CHARACTERISTICS

Student Population Mobility

Membership	New Enrollment	Withdrawals	Transfer Out	Transfer In	Total Mobility	Percent Mobility
261	31	21	24	16	92	35.2%

Ethnicity Report--October 1996

White	Black	American Native	Asian / Pac Islander	Hispanic	Total Minority	School Total
196	7	24	23	13	67	263
74.5%	2.7%	9.1%	8.8%	4.9%	25.5%	

Free/Reduced Price Lunch Information

Year	School Level	Number of Children Enrolled	Number of Children from Low Income Families *	Percent of Children from Low Income Families *
1996-97	Elementary	261	50	19.2%

* Estimate of children from low income families is based on Free/Reduced Lunch Program.

Retention Report

Grade Repeated	1	2	3	4	5	6	Total
Number Not Promoted	0	0	0	0	0	0	0
Percent Not Promoted	0%	0%	0%	0%	0%	0%	0%

Stability Rates of Students

Data Type	American Native	Asian/ Pac. Islander	Black	Hispanic	White	Total
Number	33	23	11	16	218	301
% in One Sch.	51.52%	86.96%	63.64%	37.50%	82.57%	76.41%
% in Same Sch.	33.33%	65.22%	18.18%	18.75%	64.68%	57.14%

INLET VIEW ELEMENTARY PROFILE
ACHIEVEMENT PROFILE

CAT Percentile Rank Scores
and Number Tested

SUBTEST		GRADE			
		3	4	5	6
Reading Vocabulary	%ile	68	77	66	67
	No.	29	30	31	34
Reading Comprehension	%ile	67	62	66	78
	No.	29	30	31	34
Total Reading	**%ile**	**68**	**73**	**69**	**74**
	No.	29	30	31	34
Language Mechanics	%ile	57	59	75	79
	No.	29	30	31	33
Language Expression	%ile	79	69	76	77
	No.	29	30	31	34
Total Language	**%ile**	**70**	**65**	**78**	**80**
	No.	29	30	31	33
Math Computation	%ile	75	73	57	83
	No.	29	30	31	34
Math Concepts and Applications	%ile	76	77	80	84
	No.	29	30	31	34
Total Mathematics	**%ile**	**78**	**76**	**72**	**84**
	No.	29	30	31	34
Total Battery	**%ile**	**73**	**72**	**76**	**82**
	No.	29	30	31	33
Word Analysis	%ile	55			
	No.	29			
Study Skills	%ile		78	70	79
	No.		30	31	34
Spelling	%ile	55	71	64	62
	No.	29	30	31	34
Science	%ile	65	75	59	81
	No.	29	30	31	34
Social Studies	%ile	73	64	76	77
	No.	29	30	31	34

Historical Performances
ITBS Percentile Rank Scores 1992-93 to 1994-95
CAT Percentile Rank Scores 1995-96 and 1996-97

Grade	Area	96-97	95-96	94-95	93-94	92-93
4	Total Reading	73	74	69	67	62
4	Total Language Arts	65	61	69	62	63
4	Total Mathematics	76	76	78	76	76
6	Total Reading	74	75	77	64	66
6	Total Language Arts	80	78	77	65	60
6	Total Mathematics	84	87	86	76	65

INLET VIEW ELEMENTARY PROFILE
ACHIEVEMENT PROFILE

GOAL	LEVEL OF ACHIEVEMENT
Improve current fourth grade knowledge in language arts	Successful
Improve current fourth grade knowledge in math	Successful
Improve student knowledge and use of computer technology	Successful

Continuing Student Progress
Spring 1996-97
Expected Gain

Grade/Area		Number Tested	% Achieved Less Than One Year's Growth	% Achieved One Yr.'s Growth	% Achieved More Than One Year's Growth	1996 Mean	1997 Mean
4	Reading	21	19.0	52.4	28.6	63	64
	Lang. Arts	21	19.0	47.6	33.3	58	61
	Math	21	33.3	33.3	33.3	63	65
5	Reading	25	28.0	44.0	28.0	64	64
	Lang. Arts	25	12.0	40.0	48.0	57	70*
	Math	25	20.0	56.0	24.0	66	66
6	Reading	28	46.4	32.1	21.4	67	64
	Lang. Arts	28	32.1	35.7	32.1	68	69
	Math	28	35.7	28.6	35.7	70	73

* -- Indicates Significant Difference in Means at .05 Level

Table 139

KASUUN ELEMENTARY PROFILE
SCHOOL CHARACTERISTICS

September 30, 1996 Membership	**602**
Percent of Capacity	110%
Special Education	113
Gifted	19
Bilingual	51

AVERAGE DAILY ATTENDANCE/ AVERAGE DAILY MEMBERSHIP

Average Daily Attendance	577.5
Average Daily Membership	606.5
Percentage of Daily Attendance	95.2%

CLASSROOM GROUPS

	20 & below	21 to 30	31 +
Primary	2	12	-
Intermediate	-	6	2
Combination	-	2	-

STAFFING	**FTE**
Principals/ Asst. Principals	1.0
Classroom Teachers	22.0
Librarians	1.0
Special Education Teachers	3.8
Gifted Teachers	2.0
Music Teachers	1.0
Art Teachers	.6
Phys. Ed. Teachers	1.0
Nurses	1.0
Special Education Aides	3.25
Clerical Support Staff	1.875
Custodians	3.0

Budget *

1995-96 Expenditures	$14,210
1996-97 Budgeted Amount	$2,123,294
1997-98 Adopted Budget	$1,902,374

* Dollars budgeted or expended are general fund only.

Special Programs: Bilingual Ed.

KASUUN ELEMENTARY PROFILE
SCHOOL CHARACTERISTICS

Student Population Mobility

Membership	New Enrollment	Withdrawals	Transfer Out	Transfer In	Total Mobility	Percent Mobility
602	58	27	51	51	187	31.1%

Ethnicity Report--October 1996

White	Black	American Native	Asian / Pac Islander	Hispanic	Total Minority	School Total
420	40	68	41	35	184	604
69.5%	6.6%	11.3%	6.8%	5.8%	30.5%	

Free/Reduced Price Lunch Information

Year	School Level	Number of Children Enrolled	Number of Children from Low Income Families *	Percent of Children from Low Income Families *
1996-97	Elementary	602	123	20.4%

* Estimate of children from low income families is based on Free/Reduced Lunch Program.

Retention Report

Grade Repeated	1	2	3	4	5	6	Total
Number Not Promoted	3	1	0	0	1	0	5
Percent Not Promoted	3.4%	1.1%	0%	0%	1.2%	0%	0.8%

Stability Rates of Students

Data Type	American Native	Asian/ Pac. Islander	Black	Hispanic	White	Total
Number	81	44	50	44	464	683
% in One Sch.	80.25%	93.18%	64.00%	72.73%	81.25%	80.09%
% in Same Sch.	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%*

*New School

KASUUN ELEMENTARY PROFILE
ACHIEVEMENT PROFILE

CAT Percentile Rank Scores and Number Tested

SUBTEST		GRADE			
		3	4	5	6
Reading Vocabulary	%ile	63	68	59	53
	No.	92	70	71	80
Reading Comprehension	%ile	66	66	58	65
	No.	92	70	71	80
Total Reading	**%ile**	**66**	**69**	**61**	**60**
	No.	92	70	71	80
Language Mechanics	%ile	51	70	69	61
	No.	91	70	70	80
Language Expression	%ile	60	65	64	59
	No.	91	70	71	80
Total Language	**%ile**	**56**	**68**	**67**	**59**
	No.	91	70	70	80
Math Computation	%ile	55	51	56	63
	No.	92	70	72	80
Math Concepts and Applications	%ile	65	69	66	76
	No.	92	70	72	80
Total Mathematics	**%ile**	**62**	**62**	**62**	**70**
	No.	92	70	72	80
Total Battery	**%ile**	**62**	**68**	**66**	**64**
	No.	91	70	70	80
Word Analysis	%ile	66			
	No.	92			
Study Skills	%ile		73	61	65
	No.		70	71	80
Spelling	%ile	51	49	45	47
	No.	91	70	70	80
Science	%ile	66	61	49	65
	No.	92	70	71	80
Social Studies	%ile	61	58	65	61
	No.	92	70	71	80

Historical Performances
ITBS Percentile Rank Scores 1992-93 to 1994-95
CAT Percentile Rank Scores 1995-96 and 1996-97

Grade	Area	96-97	95-96	94-95	93-94	92-93
4	Total Reading	69		DATA		
4	Total Language Arts	68				
4	Total Mathematics	62		NOT		
6	Total Reading	60				
6	Total Language Arts	59		AVAILABLE		
6	Total Mathematics	70				

KASUUN ELEMENTARY PROFILE
ACHIEVEMENT PROFILE

GOAL	LEVEL OF ACHIEVEMENT
Develop and implement positive school-wide environment	Successful
Develop independent readers while improving reading achievement and self-esteem	Successful
Increase communication skills using technology	Successful

Continuing Student Progress
Spring 1996-97
Expected Gain

Grade/Area		Number Tested	% Achieved Less Than One Year's Growth	% Achieved One Yr.'s Growth	% Achieved More Than One Year's Growth	1996 Mean	1997 Mean
4	Reading						
	Lang. Arts						
	Math						
5	Reading						
	Lang. Arts		DATA	NOT	AVAILABLE		
	Math						
6	Reading						
	Lang. Arts						
	Math						

* -- Indicates Significant Difference in Means at .05 Level

Table 140

KENNEDY ELEMENTARY PROFILE
SCHOOL CHARACTERISTICS

September 30, 1996 Membership	**347**
Percent of Capacity	113%
Special Education	30
Gifted	6
Bilingual	17

AVERAGE DAILY ATTENDANCE/ AVERAGE DAILY MEMBERSHIP

Average Daily Attendance	328.9
Average Daily Membership	340.4
Percentage of Daily Attendance	96.6

CLASSROOM GROUPS

	20 & below	21 to 30	31 +
Primary	3	6	-
Intermediate	-	2	-
Combination	-	3	-

STAFFING	**FTE**
Principals/ Asst. Principals	1.0
Classroom Teachers	14.0
Librarians	1.0
Special Education Teachers	1.0
Gifted Teachers	1.0
Music Teachers	.6
Art Teachers	.3
Phys. Ed. Teachers	.6
Title I Specialist	1.33
Nurses	.5
Special Education Aides	1.625
Teacher Assistants/Aides	1.3
Title I Coordinators	.5
Bilingual Tutors	.5
Clerical Support Staff	1.0
Custodians	2.0

Budget *

1995-96 Expenditures	$1,285,441
1996-97 Budgeted Amount	$1,040,291
1997-98 Adopted Budget	$1,043,018

* Dollars budgeted or expended are general fund only.

Special Programs: Bilingual Ed., Gifted Service School, Project Pride, Title I

KENNEDY ELEMENTARY PROFILE
SCHOOL CHARACTERISTICS

Student Population Mobility

Membership	New Enrollment	Withdrawals	Transfer Out	Transfer In	Total Mobility	Percent Mobility
347	55	50	28	17	150	43.2%

Ethnicity Report--October 1996

White	Black	American Native	Asian / Pac Islander	Hispanic	Total Minority	School Total
216	77	11	14	24	126	342
63.2%	22.5%	3.2%	4.1%	7.0%	36.8%	

Free/Reduced Price Lunch Information

Year	School Level	Number in Attendance Area	Number of Children from Low Income Families *	Percent of Children from Low Income Families *
1996-97	Elementary	347	179	51.6%

* Estimate of children from low income families is based on Free/Reduced Lunch Program.

Retention Report

Grade Repeated	1	2	3	4	5	6	Total
Number Not Promoted	1	1	0	0	0	1	3
Percent Not Promoted	2.2%	1.6%	0%	0%	0%	2.2%	1.1%

Stability Rates of Students

Data Type	American Native	Asian/ Pac. Islander	Black	Hispanic	White	Total
Number	13	15	97	27	252	404
% in One Sch.	84.62%	80.00%	68.04%	74.07%	71.83%	71.78%
% in Same Sch.	46.15%	40.00%	44.33%	33.33%	26.19%	32.18%

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KENNEDY ELEMENTARY PROFILE
ACHIEVEMENT PROFILE

CAT Percentile Rank Scores and Number Tested

SUBTEST		GRADE 3	4	5	6
Reading Vocabulary	%ile	61	56	42	40
	No.	46	38	33	39
Reading Comprehension	%ile	62	48	53	47
	No.	46	38	33	39
Total Reading	**%ile**	**63**	**52**	**48**	**44**
	No.	46	38	33	39
Language Mechanics	%ile	51	51	72	42
	No.	46	38	33	38
Language Expression	%ile	74	53	65	49
	No.	46	38	32	39
Total Language	**%ile**	**65**	**52**	**71**	**46**
	No.	46	38	32	38
Math Computation	%ile	61	53	44	29
	No.	46	38	33	39
Math Concepts and Applications	%ile	66	68	55	44
	No.	46	38	33	39
Total Mathematics	**%ile**	**65**	**62**	**50**	**35**
	No.	46	38	33	39
Total Battery	**%ile**	**65**	**55**	**58**	**40**
	No.	46	38	32	38
Word Analysis	%ile	62			
	No.	46			
Study Skills	%ile		63	55	42
	No.		38	33	38
Spelling	%ile	58	45	58	48
	No.	46	38	33	39
Science	%ile	57	74	51	40
	No.	46	37	33	38
Social Studies	%ile	66	74	60	38
	No.	46	36	33	36

Historical Performances
ITBS Percentile Rank Scores 1992-93 to 1994-95
CAT Percentile Rank Scores 1995-96 and 1996-97

Grade	Area	96-97	95-96	94-95	93-94	92-93
4	Total Reading	52	67	23	56	35
4	Total Language Arts	52	60	30	56	47
4	Total Mathematics	62	51	18	54	56
6	Total Reading	44	57	52	44	48
6	Total Language Arts	46	61	67	50	48
6	Total Mathematics	35	53	41	40	38

KENNEDY ELEMENTARY PROFILE
ACHIEVEMENT PROFILE

GOAL	LEVEL OF ACHIEVEMENT
Increase written expression and mechanics for grades 1 through 6	Successful
Increase problem solving skills in math grades 2 through 6	Successful
Increase parent involvement	Successful

Continuing Student Progress
Spring 1996-97
Expected Gain

Grade/Area		Number Tested	% Achieved Less Than One Year's Growth	% Achieved One Yr.'s Growth	% Achieved More Than One Year's Growth	1996 Mean	1997 Mean
4	Reading	26	19.2	26.9	53.8	50	55
	Lang. Arts	26	7.7	42.3	50.0	47	54*
	Math	26	15.4	34.6	50.0	44	55*
5	Reading	18	61.1	33.3	5.6	56	48*
	Lang. Arts	17	17.6	35.3	47.1	55	62*
	Math	18	38.9	27.8	33.3	52	49
6	Reading	27	37.0	48.1	14.8	48	47
	Lang. Arts	26	38.5	38.5	23.1	49	48
	Math	27	40.7	33.3	25.9	46	43

* -- Indicates Significant Difference in Means at .05 Level

Table 141

KINCAID ELEMENTARY PROFILE
SCHOOL CHARACTERISTICS

September 30, 1996 Membership	**487**
Percent of Capacity	89%
Special Education	77
Gifted	30
Bilingual	19

AVERAGE DAILY ATTENDANCE/ AVERAGE DAILY MEMBERSHIP

Average Daily Attendance	467.3
Average Daily Membership	492.8
Percentage of Daily Attendance	94.8

CLASSROOM GROUPS

	20 & below	21 to 30	31 +
Primary	-	11	-
Intermediate	-	3	4
Combination	1	1	-

STAFFING	**FTE**
Principals/ Asst. Principals	1.0
Classroom Teachers	18.5
Librarians	1.0
Special Education Teachers	4.6
Gifted Teachers	2.0
Music Teachers	1.0
Art Teachers	.5
Phys. Ed. Teachers	1.0
Nurses	1.0
Special Education Aides	5.375
Bilingual Tutors	.5
Clerical Support Staff	1.625
Custodians	3.0

Budget *

1995-96 Expenditures	$43,100
1996-97 Budgeted Amount	$1,943,142
1997-98 Adopted Budget	$1,655,368

* Dollars budgeted or expended are general fund only.

Special Programs: Bilingual Ed., Full-Day Kindergarten, Indian Ed., Migrant Ed.,

KINCAID ELEMENTARY PROFILE
SCHOOL CHARACTERISTICS

Student Population Mobility

Membership	New Enrollment	Withdrawals	Transfer Out	Transfer In	Total Mobility	Percent Mobility
539	62	40	24	35	161	29.9%

Ethnicity Report--October 1996

White	Black	American Native	Asian / Pac Islander	Hispanic	Total Minority	School Total
388	23	29	32	15	99	487
79.7%	4.7%	6.0%	6.6%	3.1%	20.3%	

Free/Reduced Price Lunch Information

Year	School Level	Number in Attendance Area	Number of Children from Low Income Families *	Percent of Children from Low Income Families *
1996-97	Elementary	487	62	12.7

* Estimate of children from low income families is based on Free/Reduced Lunch Program.

Retention Report

Grade Repeated	1	2	3	4	5	6	Total
Number Not Promoted	1	0	0	0	0	1	2
Percent Not Promoted	1.2%	0%	0%	0%	0%	1.6%	0.4%

Stability Rates of Students

Data Type	American Native	Asian/ Pac. Islander	Black	Hispanic	White	Total
Number	37	35	28	16	447	563
% in One Sch.	67.57%	85.71%	64.29%	75.00%	78.75%	77.62%
% in Same Sch.	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%*

*New School

KINCAID ELEMENTARY PROFILE
ACHIEVEMENT PROFILE

CAT Percentile Rank Scores and Number Tested

SUBTEST		GRADE			
		3	4	5	6
Reading Vocabulary	%ile	75	68	67	74
	No.	75	69	61	62
Reading Comprehension	%ile	70	71	65	71
	No.	75	69	62	62
Total Reading	**%ile**	**74**	**72**	**69**	**75**
	No.	75	69	61	62
Language Mechanics	%ile	56	60	77	73
	No.	75	69	62	63
Language Expression	%ile	64	73	65	74
	No.	75	69	62	63
Total Language	**%ile**	**62**	**70**	**72**	**74**
	No.	75	69	62	63
Math Computation	%ile	70	70	62	73
	No.	75	69	61	63
Math Concepts and Applications	%ile	73	75	77	74
	No.	75	69	61	63
Total Mathematics	**%ile**	**74**	**76**	**73**	**74**
	No.	75	69	61	63
Total Battery	**%ile**	**71**	**73**	**75**	**76**
	No.	75	69	60	62
Word Analysis	%ile	62			
	No.	75			
Study Skills	%ile		74	72	75
	No.		69	58	63
Spelling	%ile	58	56	54	61
	No.	75	69	62	63
Science	%ile	66	70	62	72
	No.	75	69	58	63
Social Studies	%ile	67	69	68	69
	No.	74	69	58	63

Historical Performances
ITBS Percentile Rank Scores 1992-93 to 1994-95
CAT Percentile Rank Scores 1995-96 and 1996-97

Grade	Area	96-97	95-96	94-95	93-94	92-93
4	Total Reading	72		DATA		
4	Total Language Arts	70				
4	Total Mathematics	76		NOT		
6	Total Reading	75				
6	Total Language Arts	74		AVAILABLE		
6	Total Mathematics	74				

KINCAID ELEMENTARY PROFILE
ACHIEVEMENT PROFILE

GOAL	LEVEL OF ACHIEVEMENT
Ensure effective two-way communication between home and school	Successful
Implement Everyday Math program	Successful
Improve and enhance learning across the curriculum using technology	Successful

Continuing Student Progress
Spring 1996-97
Expected Gain

Grade/Area	Number Tested	% Achieved Less Than One Year's Growth	% Achieved One Yr.'s Growth	% Achieved More Than One Year's Growth	1996 Mean	1997 Mean
4 Reading						
Lang. Arts						
Math						
5 Reading						
Lang. Arts		DATA	NOT	AVAILABLE		
Math						
6 Reading						
Lang. Arts						
Math						

* -- Indicates Significant Difference in Means at .05 Level

Table 142

KLATT ELEMENTARY PROFILE
SCHOOL CHARACTERISTICS

September 30, 1996 Membership	**539**
Percent of Capacity	123%
Special Education	85
Gifted	43
Bilingual	75

AVERAGE DAILY ATTENDANCE/ AVERAGE DAILY MEMBERSHIP	
Average Daily Attendance	511.4
Average Daily Membership	547.2
Percentage of Daily Attendance	93.5

CLASSROOM GROUPS

	20 & below	21 to 30	31 +
Primary	1	10	-
Intermediate	-	5	2
Combination	-	3	-

STAFFING	**FTE**
Principals/ Asst. Principals	1.0
Classroom Teachers	21.0
Librarians	1.0
Special Education Teachers	4.0
Music Teachers	1.0
Art Teachers	.5
Phys. Ed. Teachers	1.0
Nurses	1.0
Teacher Assistants/Aides	1.75
Special Education Aides	1.5
Bilingual Tutors	2.0
Indian Ed. Tutor/Counselor	1.0
Clerical Support Staff	1.75
Custodians	2.5

Budget *

1995-96 Expenditures	$1,928,190
1996-97 Budgeted Amount	$2,055,262
1997-98 Adopted Budget	$1,988,891

* Dollars budgeted or expended are general fund only.

Special Programs: Bilingual Ed., Full-Day Kindergarten, Indian Ed., Migrant Ed.,

KLATT ELEMENTARY PROFILE
SCHOOL CHARACTERISTICS

Student Population Mobility

Membership	New Enrollment	Withdrawals	Transfer Out	Transfer In	Total Mobility	Percent Mobility
487	31	31	51	63	176	36.1%

Ethnicity Report--October 1996

White	Black	American Native	Asian / Pac Islander	Hispanic	Total Minority	School Total
379	20	73	51	26	170	549
69.0%	3.6%	13.3%	9.3%	4.7%	31.0%	

Free/Reduced Price Lunch Information

Year	School Level	Number in Attendance Area	Number of Children from Low Income Families *	Percent of Children from Low Income Families *
1996-97	Elementary	539	168	31.2%

* Estimate of children from low income families is based on Free/Reduced Lunch Program.

Retention Report

Grade Repeated	1	2	3	4	5	6	Total
Number Not Promoted	1	0	0	0	0	0	1
Percent Not Promoted	0.9%	0%	0%	0%	0%	0%	0.6%

Stability Rates of Students

Data Type	American Native	Asian/ Pac. Islander	Black	Hispanic	White	Total
Number	85	55	24	34	423	621
% in One Sch.	71.76%	89.09%	54.17%	58.82%	81.56%	78.58%
% in Same Sch.	52.94%	70.91%	66.67%	58.82%	61.70%	61.35%

KLATT ELEMENTARY PROFILE
ACHIEVEMENT PROFILE

CAT Percentile Rank Scores and Number Tested

SUBTEST		GRADE			
		3	4	5	6
Reading Vocabulary	%ile	46	62	48	48
	No.	68	72	63	73
Reading Comprehension	%ile	56	67	56	61
	No.	68	72	63	73
Total Reading	**%ile**	**52**	**66**	**53**	**58**
	No.	68	72	63	73
Language Mechanics	%ile	27	62	53	61
	No.	67	72	64	73
Language Expression	%ile	56	64	56	60
	No.	67	72	63	73
Total Language	**%ile**	**42**	**64**	**54**	**61**
	No.	67	72	63	73
Math Computation	%ile	56	54	46	61
	No.	67	73	62	73
Math Concepts and Applications	%ile	54	70	61	63
	No.	67	73	62	73
Total Mathematics	**%ile**	**55**	**64**	**56**	**62**
	No.	67	73	62	73
Total Battery	**%ile**	**48**	**66**	**55**	**61**
	No.	67	72	59	73
Word Analysis	%ile	51			
	No.	68			
Study Skills	%ile		72	58	64
	No.		72	62	73
Spelling	%ile	48	61	47	42
	No.	67	72	64	73
Science	%ile	50	66	46	46
	No.	67	72	61	73
Social Studies	%ile	60	63	57	54
	No.	67	72	61	72

Historical Performances
ITBS Percentile Rank Scores 1992-93 to 1994-95
CAT Percentile Rank Scores 1995-96 and 1996-97

Grade	Area	96-97	95-96	94-95	93-94	92-93
4	Total Reading	66	65	51	37	49
4	Total Language Arts	64	50	45	45	49
4	Total Mathematics	64	60	49	49	53
6	Total Reading	58	53	51	53	65
6	Total Language Arts	61	61	50	54	57
6	Total Mathematics	62	61	61	54	61

KLATT ELEMENTARY PROFILE
ACHIEVEMENT PROFILE

GOAL	LEVEL OF ACHIEVEMENT
Increase knowledge and use of technology	Successful
Develop responsible citizenship	Partially Successful
Continue with the new science curriculum	Successful
Increase parent and community involvement in school	Successful

Continuing Student Progress
Spring 1996-97
Expected Gain

Grade/Area		Number Tested	% Achieved Less Than One Year's Growth	% Achieved One Yr.'s Growth	% Achieved More Than One Year's Growth	1996 Mean	1997 Mean
4	Reading	51	23.5	35.3	41.2	53	58*
	Lang. Arts	51	17.6	11.8	70.6	43	58*
	Math	53	20.8	32.1	47.2	54	59*
5	Reading	54	50.0	42.6	7.4	60	52*
	Lang. Arts	54	27.8	33.3	38.9	51	53
	Math	54	42.6	25.9	31.5	57	55
6	Reading	52	32.7	32.7	34.6	53	56
	Lang. Arts	52	23.1	28.8	48.1	52	58*
	Math	52	23.1	23.1	53.8	49	58*

* -- Indicates Significant Difference in Means at .05 Level

Table 143

LAKE HOOD ELEMENTARY PROFILE
SCHOOL CHARACTERISTICS

September 30, 1996 Membership	**473**
Percent of Capacity	87%
Special Education	62
Gifted	22
Bilingual	95

AVERAGE DAILY ATTENDANCE/ AVERAGE DAILY MEMBERSHIP

Average Daily Attendance	448.8
Average Daily Membership	473.2
Percentage of Daily Attendance	94.8

CLASSROOM GROUPS

	20 & below	21 to 30	31 +
Primary	4	8	-
Intermediate	-	6	-
Combination	-	2	-

STAFFING	**FTE**
Principals/ Asst. Principals	1.0
Classroom Teachers	18.0
Librarians	1.0
Special Education Teachers	3.5
Music Teachers	.9
Art Teachers	.5
Phys. Ed. Teachers	.9
Bilingual Teacher	1.0
Nurses	.6
Health Attendant	.6875
Special Education Aides	2.0
Bilingual Tutors	2.0
Clerical Support Staff	1.625
Custodians	3.0

Budget *

1995-96 Expenditures	$3,235
1996-97 Budgeted Amount	$1,766,879
1997-98 Adopted Budget	$1,624,564

* Dollars budgeted or expended are general fund only.

Special Programs: Bilingual Ed., Full-Day Kindergarten, Indian Ed., Migrant Ed.,

LAKE HOOD ELEMENTARY PROFILE
SCHOOL CHARACTERISTICS

Student Population Mobility

Membership	New Enrollment	Withdrawals	Transfer Out	Transfer In	Total Mobility	Percent Mobility
473	52	46	42	48	188	39.7%

Ethnicity Report--October 1996

White	Black	American Native	Asian / Pac Islander	Hispanic	Total Minority	School Total
266	35	46	109	21	211	477
55.8%	7.3%	9.6%	22.9%	4.4%	44.2%	

Free/Reduced Price Lunch Information

Year	School Level	Number in Attendance Area	Number of Children from Low Income Families *	Percent of Children from Low Income Families *
1996-97	Elementary	473	100	21.1%

* Estimate of children from low income families is based on Free/Reduced Lunch Program.

Retention Report

Grade Repeated	1	2	3	4	5	6	Total
Number Not Promoted	1	1	0	0	1	0	3
Percent Not Promoted	1.4%	1.5%	0%	0%	1.4%	0%	0.6%

Stability Rates of Students

Data Type	American Native	Asian/ Pac. Islander	Black	Hispanic	White	Total
Number	57	123	39	24	302	545
% in One Sch.	68.42%	76.42%	84.62%	75.00%	75.50%	75.60%
% in Same Sch.	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%*

*New School

LAKE HOOD ELEMENTARY PROFILE
ACHIEVEMENT PROFILE

CAT Percentile Rank Scores
and Number Tested

SUBTEST		GRADE			
		3	4	5	6
Reading Vocabulary	%ile	41	51	55	52
	No.	51	62	55	67
Reading Comprehension	%ile	62	49	68	60
	No.	52	62	55	67
Total Reading	**%ile**	**54**	**51**	**63**	**58**
	No.	51	62	55	67
Language Mechanics	%ile	43	58	78	72
	No.	51	62	55	66
Language Expression	%ile	41	53	73	61
	No.	51	62	55	66
Total Language	**%ile**	**42**	**56**	**77**	**68**
	No.	51	62	55	66
Math Computation	%ile	53	41	52	64
	No.	52	62	55	66
Math Concepts and Applications	%ile	51	62	62	66
	No.	52	62	55	66
Total Mathematics	**%ile**	**52**	**52**	**59**	**64**
	No.	52	62	55	66
Total Battery	**%ile**	**48**	**52**	**69**	**64**
	No.	51	62	55	66
Word Analysis	%ile	40			
	No.	52			
Study Skills	%ile		60	62	62
	No.		62	55	65
Spelling	%ile	40	42	57	55
	No.	52	62	55	67
Science	%ile	50	59	54	45
	No.	52	62	55	65
Social Studies	%ile	49	52	67	51
	No.	51	62	55	65

Historical Performances
ITBS Percentile Rank Scores 1992-93 to 1994-95
CAT Percentile Rank Scores 1995-96 and 1996-97

Grade	Area	96-97	95-96	94-95	93-94	92-93
4	Total Reading	51		DATA		
	Total Language Arts	56				
	Total Mathematics			NOT		
6	Total Reading	58		AVAILABLE		
	Total Language Arts	68				
	Total Mathematics	64				

LAKE HOOD ELEMENTARY PROFILE
ACHIEVEMENT PROFILE

GOAL	LEVEL OF ACHIEVEMENT
Enhance student involvement and success with literacy	Partially Successful
Learn to value math, become mathematical problem solvers, and learn to communicate and reason mathematically	Partially Successful
Facilitate interpretation of technology into curriculum	Successful
Parent understanding, participation, and involvement in school programs will be facilitated	Successful

Continuing Student Progress
Spring 1996-97
Expected Gain

Grade/Area		Number Tested	% Achieved Less Than One Year's Growth	% Achieved One Yr.'s Growth	% Achieved More Than One Year's Growth	1996 Mean	1997 Mean
4	Reading						
	Lang. Arts						
	Math						
5	Reading						
	Lang. Arts		DATA	NOT	AVAILABLE		
	Math						
6	Reading						
	Lang. Arts						
	Math						

* – Indicates Significant Difference in Means at .05 Level

Table 144

LAKE OTIS ELEMENTARY PROFILE
SCHOOL CHARACTERISTICS

September 30, 1996 Membership	532
Percent of Capacity	108%
Special Education	123
Gifted	22
Bilingual	57

AVERAGE DAILY ATTENDANCE/ AVERAGE DAILY MEMBERSHIP

Average Daily Attendance	500.7
Average Daily Membership	530.6
Percentage of Daily Attendance	94.4%

CLASSROOM GROUPS

	20 & below	21 to 30	31 +
Primary	-	15	-
Intermediate	-	5	-
Combination	-	2	-

STAFFING	FTE
Principals/ Asst. Principals	1.0
Classroom Teachers	22.0
Librarians	1.0
Special Education Teachers	4.5
Music Teachers	1.2
Art Teachers	.6
Phys. Ed. Teachers	1.2
Nurses	1.0
Teacher Assistants/Aides	1.75
Special Education Aides	2.125
Bilingual Tutors	1.5
Indian Ed. Tutor/Counselor	.5
Clerical Support Staff	1.75
Custodians	3.0

Budget *

1995-96 Expenditures	$2,571,649
1996-97 Budgeted Amount	$2,209,940
1997-98 Adopted Budget	$2,028,992

* Dollars budgeted or expended are general fund only.

Special Programs: Bilingual Ed., Full-Day Kindergarten, Indian Ed., Migrant Ed., Slingerland (gr. 1 and 5)

LAKE OTIS ELEMENTARY PROFILE
SCHOOL CHARACTERISTICS

Student Population Mobility

Membership	New Enrollment	Withdrawals	Transfer Out	Transfer In	Total Mobility	Percent Mobility
532	45	35	73	51	204	38.3%

Ethnicity Report--October 1996

White	Black	American Native	Asian / Pac Islander	Hispanic	Total Minority	School Total
335	62	70	33	24	189	524
63.9%	11.8%	13.4%	6.3%	4.6%	36.1%	

Free/Reduced Price Lunch Information

Year	School Level	Number in Attendance Area	Number of Children from Low Income Families *	Percent of Children from Low Income Families *
1996-97	Elementary	532	201	37.8%

* Estimate of children from low income families is based on Free/Reduced Lunch Program.

Retention Report

Grade Repeated	1	2	3	4	5	6	Total
Number Not Promoted	8	0	0	1	0	0	9
Percent Not Promoted	7.5%	0%	0%	1.5%	0%	0%	1.6%

Stability Rates of Students

Data Type	American Native	Asian/ Pac. Islander	Black	Hispanic	White	Total
Number	100	34	78	33	379	624
% in One Sch.	53.00%	94.12%	65.38%	57.58%	79.95%	73.40%
% in Same Sch.	44.00%	64.71%	50.00%	45.45%	64.12%	58.17%

LAKE OTIS ELEMENTARY PROFILE
ACHIEVEMENT PROFILE

CAT Percentile Rank Scores and Number Tested

SUBTEST		GRADE			
		3	4	5	6
Reading Vocabulary	%ile	66	77	51	44
	No.	58	60	47	60
Reading Comprehension	%ile	70	71	49	60
	No.	58	60	47	60
Total Reading	**%ile**	**71**	**77**	**52**	**54**
	No.	58	60	47	59
Language Mechanics	%ile	56	68	62	58
	No.	58	60	49	60
Language Expression	%ile	66	75	53	53
	No.	58	60	49	61
Total Language	**%ile**	**62**	**74**	**57**	**57**
	No.	58	60	49	60
Math Computation	%ile	60	74	37	32
	No.	58	60	49	60
Math Concepts and Applications	%ile	61	85	54	56
	No.	58	60	49	60
Total Mathematics	**%ile**	**62**	**83**	**46**	**41**
	No.	58	60	49	60
Total Battery	**%ile**	**66**	**80**	**54**	**51**
	No.	58	60	47	58
Word Analysis	%ile	58			
	No.	58			
Study Skills	%ile		78	53	57
	No.		59	49	59
Spelling	%ile	60	70	52	53
	No.	58	60	47	61
Science	%ile	70	74	43	48
	No.	58	59	48	60
Social Studies	%ile	65	75	51	50
	No.	58	59	48	60

Historical Performances
ITBS Percentile Rank Scores 1992-93 to 1994-95
CAT Percentile Rank Scores 1995-96 and 1996-97

Grade	Area	96-97	95-96	94-95	93-94	92-93
4	Total Reading	77	69	56	51	54
4	Total Language Arts	74	52	55	55	52
4	Total Mathematics	83	64	64	64	55
6	Total Reading	54	49	49	44	52
6	Total Language Arts	57	57	47	44	54
6	Total Mathematics	41	50	45	39	49

LAKE OTIS ELEMENTARY PROFILE
ACHIEVEMENT PROFILE

GOAL	LEVEL OF ACHIEVEMENT
Develop awareness of geography skills in K-6	Successful
Emphasize positive School Climate	Successful
Expand knowledge and awareness of new inquiry based science curriculum	Successful

Continuing Student Progress
Spring 1996-97
Expected Gain

Grade/Area		Number Tested	% Achieved Less Than One Year's Growth	% Achieved One Yr.'s Growth	% Achieved More Than One Year's Growth	1996 Mean	1997 Mean
4	Reading	45	28.9	37.8	33.3	69	67
	Lang. Arts	45	40.0	28.9	31.1	65	64
	Math	44	15.9	27.3	56.8	66	74*
5	Reading	38	36.8	39.5	23.7	56	54
	Lang. Arts	39	12.8	48.7	38.5	52	57*
	Math	39	51.3	30.8	17.9	60	53*
6	Reading	45	48.9	37.8	13.3	64	59*
	Lang. Arts	47	44.7	34.0	21.3	64	60*
	Math	47	44.7	34.0	21.3	53	49

* – Indicates Significant Difference in Means at .05 Level

Table 145

MT. SPURR ELEMENTARY PROFILE
SCHOOL CHARACTERISTICS

September 30, 1996 Membership	**298**
Percent of Capacity	79%
Special Education	40
Gifted	14
Bilingual	8

AVERAGE DAILY ATTENDANCE/ AVERAGE DAILY MEMBERSHIP

Average Daily Attendance	286.4
Average Daily Membership	296.3
Percentage of Daily Attendance	96.6%

CLASSROOM GROUPS

	20 & below	21 to 30	31 +
Primary	2	6	-
Intermediate	-	3	-
Combination	-	2	-

STAFFING	**FTE**
Principals/ Asst. Principals	1.0
Classroom Teachers	12.0
Librarians	1.0
Special Education Teachers	1.6
Music Teachers	.6
Art Teachers	.35
Phys. Ed. Teachers	.6
Nurses	.55
Special Education Aides	.625
Bilingual Tutors	.25
Clerical Support Staff	1.0
Custodians	2.0

Budget *

1995-96 Expenditures	$1,209,990
1996-97 Budgeted Amount	$1,190,591
1997-98 Adopted Budget	$1,128,785

* Dollars budgeted or expended are general fund only.

Special Programs: Bilingual Ed., Migrant Ed., Slingerland (gr. 1, 2, and 3)

MT. SPURR ELEMENTARY PROFILE
SCHOOL CHARACTERISTICS

Student Population Mobility

Membership	New Enrollment	Withdrawals	Transfer Out	Transfer In	Total Mobility	Percent Mobility
298	108	52	58	21	239	80.2%

Ethnicity Report--October 1996

White	Black	American Native	Asian / Pac Islander	Hispanic	Total Minority	School Total
244	29	5	9	8	51	295
82.7%	9.8%	1.7%	3.1%	2.7%	17.3%	

Free/Reduced Price Lunch Information

Year	School Level	Number in Attendance Area	Number of Children from Low Income Families *	Percent of Children from Low Income Families *
1996-97	Elementary	298	39	13.1%

* Estimate of children from low income families is based on Free/Reduced Lunch Program.

Retention Report

Grade Repeated	1	2	3	4	5	6	Total
Number Not Promoted	0	0	0	0	0	0	0
Percent Not Promoted	0%	0%	0%	0%	0%	0%	0%

Stability Rates of Students

Data Type	American Native	Asian/ Pac. Islander	Black	Hispanic	White	Total
Number	5	18	42	14	316	395
% in One Sch.	100.00%	38.89%	54.76%	50.00%	60.44%	58.99%
% in Same Sch.	60.00%	16.67%	45.24%	42.86%	47.78%	46.08%

MT. SPURR ELEMENTARY PROFILE
ACHIEVEMENT PROFILE

CAT Percentile Rank Scores
and Number Tested

SUBTEST		GRADE			
		3	4	5	6
Reading Vocabulary	%ile	73	76	66	55
	No.	56	31	31	38
Reading Comprehension	%ile	74	77	67	67
	No.	56	31	31	38
Total Reading	**%ile**	**76**	**79**	**69**	**62**
	No.	56	31	31	38
Language Mechanics	%ile	60	70	84	69
	No.	56	31	31	38
Language Expression	%ile	77	76	70	63
	No.	56	31	31	38
Total Language	**%ile**	**71**	**76**	**80**	**66**
	No.	56	31	31	38
Math Computation	%ile	60	83	63	74
	No.	56	31	31	38
Math Concepts and Applications	%ile	73	79	69	78
	No.	56	31	31	38
Total Mathematics	**%ile**	**70**	**83**	**69**	**77**
	No.	56	31	31	38
Total Battery	**%ile**	**74**	**80**	**76**	**70**
	No.	56	31	31	38
Word Analysis	%ile	73			
	No.	56			
Study Skills	%ile		83	68	73
	No.		31	31	38
Spelling	%ile	66	80	61	64
	No.	56	31	31	38
Science	%ile	67	74	64	63
	No.	56	31	31	38
Social Studies	%ile	70	73	68	61
	No.	56	31	31	38

Historical Performances
ITBS Percentile Rank Scores 1992-93 to 1994-95
CAT Percentile Rank Scores 1995-96 and 1996-97

Grade	Area	96-97	95-96	94-95	93-94	92-93
4	Total Reading	79	76	57	64	56
4	Total Language Arts	76	63	56	54	59
4	Total Mathematics	83	65	68	67	70
6	Total Reading	62	73	74	63	54
6	Total Language Arts	66	73	67	57	63
6	Total Mathematics	77	79	77	66	63

MT. SPURR ELEMENTARY PROFILE
ACHIEVEMENT PROFILE

GOAL	LEVEL OF ACHIEVEMENT
Emphasize writing skills	Partially Successful
Increase emphasis on recreational reading	Successful
Train staff in basic keyboarding skills and computer programs	Partially Successful

Continuing Student Progress
Spring 1996-97
Expected Gain

Grade/Area		Number Tested	% Achieved Less Than One Year's Growth	% Achieved One Yr.'s Growth	% Achieved More Than One Year's Growth	1996 Mean	1997 Mean
4	Reading	17	23.5	35.3	41.2	62	64
	Lang. Arts	17	11.8	41.2	47.1	56	64*
	Math	17	5.9	17.6	76.5	59	73*
5	Reading	22	27.3	36.4	36.4	60	61
	Lang. Arts	22	18.2	22.7	59.1	57	68*
	Math	22	27.3	31.8	40.9	60	62
6	Reading	29	37.9	44.8	17.2	57	56
	Lang. Arts	29	34.5	44.8	20.7	58	55
	Math	29	10.3	41.4	48.3	57	66*

* -- Indicates Significant Difference in Means at .05 Level

Table 146

MT. VIEW ELEMENTARY PROFILE
SCHOOL CHARACTERISTICS

September 30, 1996 Membership	**419**
Percent of Capacity	90%
Special Education	83
Gifted	9
Bilingual	155

AVERAGE DAILY ATTENDANCE/ AVERAGE DAILY MEMBERSHIP

Average Daily Attendance	402.0
Average Daily Membership	428.9
Percentage of Daily Attendance	93.7%

CLASSROOM GROUPS

	20 & below	21 to 30	31 +
Primary	8	4	-
Intermediate	1	5	-
Combination	-	1	-

STAFFING	**FTE**
Principals/ Asst. Principals	1.0
Classroom Teachers (2 paid by Title I)	19.0
Librarians	1.0
Special Education Teachers	4.5
Music Teachers	1.0
Art Teachers	.5
Phys. Ed. Teachers	.9
Title I Specialists	3.0
Bilingual Teachers	1.0
Counselors	1.0
Nurses	.7
Teacher Assistants/Aides	.875
Special Education Aides	2.0
Title I Coordinators	1.0
Bilingual Tutors	3.0
Indian Ed. Tutor/Counselor	1.0
Clerical Support Staff	1.5
Custodians	3.0

Budget *

1995-96 Expenditures	$2,353,067
1996-97 Budgeted Amount	$1,855,610
1997-98 Adopted Budget	$1,767,002

* Dollars budgeted or expended are general fund only

Special Programs: Bilingual Ed., Full-Day Kindergarten, Gifted Program, Indian Ed., Migrant Ed., Slingerland (gr. 1 through 4), Title I

MT. VIEW ELEMENTARY PROFILE
SCHOOL CHARACTERISTICS

Student Population Mobility

Membership	New Enrollment	Withdrawals	Transfer Out	Transfer In	Total Mobility	Percent Mobility
419	82	63	111	89	345	82.3%

Ethnicity Report--October 1996

White	Black	American Native	Asian / Pac Islander	Hispanic	Total Minority	School Total
118	87	99	92	47	325	443
26.6%	19.6%	22.4%	20.8%	10.6%	73.4%	

Free/Reduced Price Lunch Information

Year	School Level	Number in Attendance Area	Number of Children from Low Income Families *	Percent of Children from Low Income Families *
1996-97	Elementary	419	381	90.9%

* Estimate of children from low income families is based on Free/Reduced Lunch Program.

Retention Report

Grade Repeated	1	2	3	4	5	6	Total
Number Not Promoted	1	0	0	0	0	0	1
Percent Not Promoted	0.1%	0%	0%	0%	0%	0%	0.1%

Stability Rates of Students

Data Type	American Native	Asian/ Pac. Islander	Black	Hispanic	White	Total
Number	153	105	99	65	146	568
% in One Sch.	34.64%	72.38%	60.61%	53.85%	54.79%	53.52%
% in Same Sch	28.76%	56.19%	50.51%	46.15%	45.89%	44.01%

MT. VIEW ELEMENTARY PROFILE
ACHIEVEMENT PROFILE

CAT Percentile Rank Scores and Number Tested

SUBTEST		GRADE			
		3	4	5	6
Reading Vocabulary	%ile	20	26	16	29
	No.	49	43	43	43
Reading Comprehension	%ile	25	27	25	43
	No.	49	44	43	43
Total Reading	**%ile**	**22**	**26**	**19**	**35**
	No.	49	43	43	43
Language Mechanics	%ile	24	30	37	49
	No.	49	44	43	43
Language Expression	%ile	21	27	25	35
	No.	48	43	43	43
Total Language	**%ile**	**20**	**27**	**27**	**41**
	No.	48	43	43	43
Math Computation	%ile	29	44	25	36
	No.	49	43	43	43
Math Concepts and Applications	%ile	22	34	33	47
	No.	49	44	43	43
Total Mathematics	**%ile**	**22**	**36**	**27**	**39**
	No.	49	43	43	43
Total Battery	**%ile**	**19**	**27**	**22**	**37**
	No.	48	43	43	43
Word Analysis	%ile	16			
	No.	48			
Study Skills	%ile		37	30	41
	No.		43	43	43
Spelling	%ile	25	27	32	34
	No.	48	44	43	43
Science	%ile	18	31	19	25
	No.	47	44	43	43
Social Studies	%ile	23	27	28	42
	No.	47	44	43	43

Historical Performances
ITBS Percentile Rank Scores 1992-93 to 1994-95
CAT Percentile Rank Scores 1995-96 and 1996-97

Grade	Area	96-97	95-96	94-95	93-94	92-93
4	Total Reading	26	38	25	22	22
4	Total Language Arts	27	31	30	22	15
4	Total Mathematics	36	23	37	24	32
6	Total Reading	35	23	26	32	34
6	Total Language Arts	41	23	26	31	36
6	Total Mathematics	39	50	42	40	44

MT. VIEW ELEMENTARY PROFILE
ACHIEVEMENT PROFILE

GOAL	LEVEL OF ACHIEVEMENT
Improve technological literacy	Successful
Improve positive school climate	Successful
Develop community understanding of math teaching methods	Successful

Continuing Student Progress
Spring 1996-97
Expected Gain

Grade/Area		Number Tested	% Achieved Less Than One Year's Growth	% Achieved One Yr.'s Growth	% Achieved More Than One Year's Growth	1996 Mean	1997 Mean
4	Reading	29	24.1	27.6	48.3	32	35
	Lang. Arts	29	13.8	17.2	69.0	24	38*
	Math	29	20.7	24.1	55.2	31	42*
5	Reading	22	68.2	22.7	9.1	44	31*
	Lang. Arts	20	45.0	30.0	25.0	47	35*
	Math	21	33.3	38.1	28.6	40	36
6	Reading	26	19.2	46.2	34.6	39	43
	Lang. Arts	26	19.2	42.3	38.5	43	48
	Math	26	42.3	46.2	11.5	49	43*

* -- Indicates Significant Difference in Means at .05 Level

Table 147

MULDOON ELEMENTARY PROFILE
SCHOOL CHARACTERISTICS

September 30, 1996 Membership	**416**
Percent of Capacity	122%
Special Education	86
Gifted	13
Bilingual	64

AVERAGE DAILY ATTENDANCE/ AVERAGE DAILY MEMBERSHIP

Average Daily Attendance	393.7
Average Daily Membership	425.1
Percentage of Daily Attendance	92.6%

CLASSROOM GROUPS

	20 & below	21 to 30	31 +
Primary	2	6	-
Intermediate	1	2	-
Combination	1	7	-

STAFFING	**FTE**
Principals/ Asst. Principals	1.0
Classroom Teachers	18.0
Librarians	1.0
Special Education Teachers	4.0
Music Teachers	1.0
Art Teachers	.5
Phys. Ed. Teachers	1.0
Counselors	1.0
Nurses	.7
Special Education Aides	1.25
Teacher Assistants	3.0
Title I Coordinators	1.0
Bilingual Tutors	1.5
Indian Ed. Tutor/Counselor	.5
Clerical Support Staff	1.5
Custodians	2.0

Budget *

1995-96 Expenditures	$1,446 ,825
1996-97 Budgeted Amount	$1,635,878
1997-98 Adopted Budget	$1,705,201

* Dollars budgeted or expended are general fund only.

Special Programs: Alaska 2,000 Grant, Bilingual Ed., Full-Day Kindergarten, Indian Ed., Migrant Ed., Title I

MULDOON ELEMENTARY PROFILE
SCHOOL CHARACTERISTICS

Student Population Mobility

Membership	New Enrollment	Withdrawals	Transfer Out	Transfer In	Total Mobility	Percent Mobility
416	56	45	65	74	240	57.7%

Ethnicity Report--October 1995

White	Black	American Native	Asian / Pac Islander	Hispanic	Total Minority	School Total
180	87	104	33	15	239	419
43.0%	20.8%	24.8%	7.9%	3.6%	57.0%	

Free/Reduced Price Lunch Information

Year	School Level	Number in Attendance Area	Number of Children from Low Income Families *	Percent of Children from Low Income Families *
1996-97	Elementary	416	275	66.1%

* Estimate of children from low income families is based on Free/Reduced Lunch Program.

Retention Report

Grade Repeated	1	2	3	4	5	6	Total
Number Not Promoted	0	1	0	0	0	0	1
Percent Not Promoted	0%	1.4%	0%	0%	0%	0%	0.4%

Stability Rates of Students

Data Type	American Native	Asian/ Pac. Islander	Black	Hispanic	White	Total
Number	141	40	99	19	228	527
% in One Sch.	56.74%	72.50%	76.77%	68.42%	61.40%	64.14%
% in Same Sch.	48.94%	47.50%	55.56%	36.84%	44.30%	47.63%

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MULDOON ELEMENTARY PROFILE
ACHIEVEMENT PROFILE

CAT Percentile Rank Scores and Number Tested

SUBTEST		GRADE			
		3	4	5	6
Reading Vocabulary	%ile	39	34	29	25
	No.	49	40	55	38
Reading Comprehension	%ile	41	39	38	33
	No.	48	40	55	38
Total Reading	**%ile**	**40**	**36**	**34**	**27**
	No.	48	40	55	38
Language Mechanics	%ile	20	25	37	41
	No.	48	41	55	38
Language Expression	%ile	34	33	37	28
	No.	48	41	55	38
Total Language	**%ile**	**25**	**27**	**36**	**32**
	No.	48	41	55	38
Math Computation	%ile	28	29	25	23
	No.	48	38	54	37
Math Concepts and Applications	%ile	49	49	45	43
	No.	48	39	54	37
Total Mathematics	**%ile**	**39**	**39**	**34**	**31**
	No.	48	38	54	37
Total Battery	**%ile**	**33**	**33**	**33**	**28**
	No.	48	37	54	37
Word Analysis	%ile	25			
	No.	49			
Study Skills	%ile		45	39	35
	No.		39	54	37
Spelling	%ile	30	34	30	33
	No.	49	40	54	38
Science	%ile	39	47	32	33
	No.	49	39	53	37
Social Studies	%ile	44	42	49	41
	No.	49	39	53	36

Historical Performances
ITBS Percentile Rank Scores 1992-93 to 1994-95
CAT Percentile Rank Scores 1995-96 and 1996-97

Grade	Area	96-97	95-96	94-95	93-94	92-93
4	Total Reading	36	34	44	39	36
4	Total Language Arts	27	22	51	32	35
4	Total Mathematics	39	32	51	36	32
6	Total Reading	27	41	41	31	43
6	Total Language Arts	32	45	41	34	44
6	Total Mathematics	31	47	39	36	40

MULDOON ELEMENTARY PROFILE
ACHIEVEMENT PROFILE

GOAL	LEVEL OF ACHIEVEMENT
Meet grade level standards for reading	Partially Successful
Establish and meet a home/school reading goal	Successful
Develop socially responsible students and reduce violence	Partially Successful
Increase parent and community awareness and involvement in school/community issues	Successful

Continuing Student Progress
Spring 1996-97
Expected Gain

Grade/Area		Number Tested	% Achieved Less Than One Year's Growth	% Achieved One Yr.'s Growth	% Achieved More Than One Year's Growth	1996 Mean	1997 Mean
4	Reading	26	23.1	38.5	38.5	36	40
	Lang. Arts	28	25.0	21.4	53.6	30	37
	Math	25	24.0	48.0	28.0	43	43
5	Reading	37	43.2	45.9	10.8	43	39*
	Lang. Arts	36	25.0	44.4	30.6	37	39
	Math	36	38.9	38.9	22.2	41	39
6	Reading	27	25.9	51.9	22.2	38	37
	Lang. Arts	27	25.9	51.9	22.2	41	42
	Math	27	37.0	33.3	29.6	40	40

* -- Indicates Significant Difference in Means at .05 Level

Table 148

NORTH STAR ELEMENTARY PROFILE
SCHOOL CHARACTERISTICS

September 30, 1996 Membership	**463**
Percent of Capacity	83%
Special Education	72
Gifted	20
Bilingual	145

AVERAGE DAILY ATTENDANCE/ AVERAGE DAILY MEMBERSHIP

Average Daily Attendance	427.1
Average Daily Membership	465.8
Percentage of Daily Attendance	91.7%

CLASSROOM GROUPS

	20 & below	21 to 30	31 +
Primary	2	7	-
Intermediate	-	3	-
Combination	-	6	-

STAFFING	**FTE**
Principals/ Asst. Principals	1.0
Classroom Teachers	18.0
Librarians	1.0
Special Education Teachers	3.5
Gifted Teachers	2.0
Music Teachers	1.0
Art Teachers	.5
Phys. Ed. Teachers	1.0
Counselors	1.0
Title I Specialists	4.0
Bilingual Teachers	1.0
Nurses	1.0
Health Attendants	.9375
Teacher Assistants/Aides	3.0
Special Education Aides	2.5
Title I Coordinators	1.0
Bilingual Tutors	3.0
Indian Ed. Tutor/Counselor	1.0
Clerical Support Staff	1.625
Custodians	3.0

Budget *

1995-96 Expenditures	$1,984,565
1996-97 Budgeted Amount	$1,955,654
1997-98 Adopted Budget	$1,887,034

* Dollars budgeted or expended are general fund only.

Special Programs: Bilingual Ed., Full-Day Kindergarten, Gifted Service School, Indian Ed., Migrant Ed., Slingerland (gr. 1), Title I, Even Start

NORTH STAR ELEMENTARY PROFILE
SCHOOL CHARACTERISTICS

Student Population Mobility

Membership	New Enrollment	Withdrawals	Transfer Out	Transfer In	Total Mobility	Percent Mobility
463	78	64	132	134	408	88.1%

Ethnicity Report--October 1996

White	Black	American Native	Asian / Pac Islander	Hispanic	Total Minority	School Total
191	47	128	52	44	271	462
41.3%	10.2%	27.7%	11.3%	9.5%	58.7%	

Free/Reduced Price Lunch Information

Year	School Level	Number in Attendance Area	Number of Children from Low Income Families *	Percent of Children from Low Income Families *
1996-97	Elementary	463	340	73.4%

* Estimate of children from low income families is based on Free/Reduced Lunch Program.

Retention Report

Grade Repeated	1	2	3	4	5	6	Total
Number Not Promoted	1	1	0	0	1	1	4
Percent Not Promoted	1.5%	1.6%	0%	0%	1.6%	1.5%	0.8%

Stability Rates of Students

Data Type	American Native	Asian/ Pac. Islander	Black	Hispanic	White	Total
Number	187	75	73	69	250	654
% in One Sch.	48.66%	62.67%	47.95%	49.28%	59.20%	54.28%
% in Same Sch.	35.29%	45.33%	31.51%	39.13%	45.20%	40.21%

NORTH STAR ELEMENTARY PROFILE
ACHIEVEMENT PROFILE

CAT Percentile Rank Scores and Number Tested

SUBTEST		GRADE			
		3	4	5	6
Reading Vocabulary	%ile	41	49	38	34
	No.	62	38	51	56
Reading Comprehension	%ile	45	46	37	49
	No.	63	38	51	56
Total Reading	**%ile**	**44**	**48**	**38**	**42**
	No.	62	38	51	56
Language Mechanics	%ile	36	64	58	51
	No.	64	38	51	56
Language Expression	%ile	48	54	45	47
	No.	64	38	51	56
Total Language	**%ile**	**41**	**59**	**51**	**48**
	No.	64	38	51	56
Math Computation	%ile	39	39	33	33
	No.	63	38	51	56
Math Concepts and Applications	%ile	39	54	39	45
	No.	64	37	51	56
Total Mathematics	**%ile**	**37**	**46**	**35**	**38**
	No.	63	37	51	56
Total Battery	**%ile**	**41**	**51**	**42**	**41**
	No.	62	37	51	56
Word Analysis	%ile	28			
	No.	64			
Study Skills	%ile		62	42	43
	No.		38	51	55
Spelling	%ile	45	64	39	36
	No.	64	38	51	56
Science	%ile	42	54	38	37
	No.	64	38	51	53
Social Studies	%ile	43	48	50	45
	No.	64	38	51	53

Historical Performances
ITBS Percentile Rank Scores 1992-93 to 1994-95
CAT Percentile Rank Scores 1995-96 and 1996-97

Grade	Area	96-97	95-96	94-95	93-94	92-93
4	Total Reading	48	40	39	28	32
4	Total Language Arts	59	32	50	29	37
4	Total Mathematics	46	24	55	31	39
6	Total Reading	42	32	33	32	36
6	Total Language Arts	48	28	34	36	32
6	Total Mathematics	38	36	37	36	44

NORTH STAR ELEMENTARY PROFILE
ACHIEVEMENT PROFILE

GOAL	LEVEL OF ACHIEVEMENT
Increase literacy performance and attitudes in area of language arts	Successful
Increase literacy performance and attitudes in area of math and technology	Successful
Promote safe, discipline, alcohol/drug free school environment	Partially Successful
Promote partnerships to increase parental involvement	Successful

Continuing Student Progress
Spring 1996-97
Expected Gain

Grade/Area		Number Tested	% Achieved Less Than One Year's Growth	% Achieved One Yr.'s Growth	% Achieved More Than One Year's Growth	1996 Mean	1997 Mean
4	Reading	26	19.2	42.3	38.5	46	48
	Lang. Arts	26	11.5	11.5	76.9	42	55*
	Math	26	30.8	42.3	26.9	48	48
5	Reading	33	42.4	33.3	24.2	49	45
	Lang. Arts	32	28.1	21.9	50.0	43	51*
	Math	32	37.5	37.5	25.0	40	51
6	Reading	39	20.5	35.9	43.6	43	47
	Lang. Arts	39	20.5	43.6	35.9	51	53
	Math	40	10.0	40.0	50.0	39	45*

* -- Indicates Significant Difference in Means at .05 Level

Table 149

NORTHERN LIGHTS ABC ELEMENTARY PROFILE
SCHOOL CHARACTERISTICS

September 30, 1996 Membership	**364**
Percent of Capacity	116%
Special Education	20
Gifted	
Bilingual	13

AVERAGE DAILY ATTENDANCE/ AVERAGE DAILY MEMBERSHIP

Average Daily Attendance	349.3
Average Daily Membership	365.8
Percentage of Daily Attendance	95.5%

CLASSROOM GROUPS

	20 & below	21 to 30	31 +
Primary	-	8	-
Intermediate	-	6	-
Combination	-	-	-

STAFFING	**FTE**
Principals/ Asst. Principals	1.0
Classroom Teachers	13.0
Librarians	1.0
Special Education Teachers	.4
Music Teachers	.6
Art Teachers	.3
Phys. Ed. Teachers	.7
Nurses	.4
Special Education Aides	.125
Bilingual Tutors	.5
Clerical Support Staff	1.0
Custodians	2.0

Budget *

1995-96 Expenditures	$1,246,024
1996-97 Budgeted Amount	$1,248,309
1997-98 Adopted Budget	$1,247,075

* Dollars budgeted or expended are general fund only.

Special Programs: ABC Program, Bilingual Ed., Migrant Ed.,

NORTHERN LIGHTS ABC ELEMENTARY PROFILE
SCHOOL CHARACTERISTICS

Student Population Mobility

Membership	New Enrollment	Withdrawals	Transfer Out	Transfer In	Total Mobility	Percent Mobility
364	6	6	11	18	41	11.3%

Ethnicity Report--October 1996

White	Black	American Native	Asian / Pac Islander	Hispanic	Total Minority	School Total
272	20	16	46	11	93	365
74.5%	5.5%	4.4%	12.6%	3.0%	25.5%	

Free/Reduced Price Lunch Information

Year	School Level	Number in Attendance Area	Number of Children from Low Income Families *	Percent of Children from Low Income Families *
1996-97	Elementary	364	18	4.9%

* Estimate of children from low income families is based on Free/Reduced Lunch Program.

Retention Report

Grade Repeated	1	2	3	4	5	6	Total
Number Not Promoted	0	1	0	0	1	0	2
Percent Not Promoted	0%	2.0%	0%	0%	1.9%	0%	0.5%

Stability Rates of Students

Data Type	American Native	Asian/ Pac. Islander	Black	Hispanic	White	Total
Number	16	47	24	11	286	384
% in One Sch.	100.00%	93.62%	75.00%	81.82%	91.96%	91.15%
% in Same Sch.	75.00%	63.83%	62.50%	63.64%	77.62%	74.48%

NORTHERN LIGHTS ABC ELEMENTARY PROFILE
ACHIEVEMENT PROFILE

CAT Percentile Rank Scores and Number Tested

SUBTEST		GRADE			
		3	4	5	6
Reading Vocabulary	%ile	86	81	73	77
	No.	50	52	51	53
Reading Comprehension	%ile	83	80	79	81
	No.	50	51	51	53
Total Reading	**%ile**	**87**	**83**	**80**	**82**
	No.	50	51	51	53
Language Mechanics	%ile	73	84	84	88
	No.	51	51	51	53
Language Expression	%ile	87	79	77	86
	No.	51	51	51	53
Total Language	**%ile**	**83**	**84**	**83**	**88**
	No.	51	51	51	53
Math Computation	%ile	78	90	83	95
	No.	51	52	51	53
Math Concepts and Applications	%ile	84	89	82	94
	No.	51	52	51	52
Total Mathematics	**%ile**	**84**	**91**	**85**	**95**
	No.	51	52	51	52
Total Battery	**%ile**	**88**	**88**	**86**	**92**
	No.	50	51	51	52
Word Analysis	%ile	85			
	No.	51			
Study Skills	%ile		85	75	81
	No.		52	51	53
Spelling	%ile	88	80	82	75
	No.	51	51	51	53
Science	%ile	78	78	63	83
	No.	51	52	51	53
Social Studies	%ile	84	80	81	82
	No.	51	52	51	53

Historical Performances
ITBS Percentile Rank Scores 1992-93 to 1994-95
CAT Percentile Rank Scores 1995-96 and 1996-97

Grade	Area	96-97	95-96	94-95	93-94	92-93
4	Total Reading	83	80	77	69	77
4	Total Language Arts	84	84	81	75	84
4	Total Mathematics	91	87	88	77	82
6	Total Reading	82	77	77	68	75
6	Total Language Arts	88	83	71	71	77
6	Total Mathematics	95	85	89	77	85

NORTHERN LIGHTS ABC ELEMENTARY PROFILE
ACHIEVEMENT PROFILE

GOAL	LEVEL OF ACHIEVEMENT
Maintain or improve quarterly reading percentages	Successful
Maintain or improve math skills based on CAT scores	Partially Successful
Maintain or improve spelling skills in grades 1 through 6	Partially Successful
Exhibit courtesy and respect to all students, staff, and visitors	Successful
Emphasize school-wide improvement in penmanship	Successful

Continuing Student Progress
Spring 1996-97
Expected Gain

Grade/Area		Number Tested	% Achieved Less Than One Year's Growth	% Achieved One Yr.'s Growth	% Achieved More Than One Year's Growth	1996 Mean	1997 Mean
4	Reading	46	32.6	43.5	23.9	72	69
	Lang. Arts	46	39.1	21.7	39.1	69	71
	Math	47	19.1	40.4	40.4	72	78*
5	Reading	41	24.4	34.1	41.5	68	70
	Lang. Arts	42	28.6	26.2	45.2	71	73
	Math	42	23.8	42.9	33.3	73	75
6	Reading	47	23.4	38.3	38.3	69	72
	Lang. Arts	47	29.8	36.2	34.0	76	77
	Math	47	19.1	29.8	51.1	79	88*

* -- Indicates Significant Difference in Means at .05 Level

Table 150

NORTHWOOD ELEMENTARY PROFILE
SCHOOL CHARACTERISTICS

September 30, 1996 Membership	**401**
Percent of Capacity	88%
Special Education	86
Gifted	8
Bilingual	65

AVERAGE DAILY ATTENDANCE/ AVERAGE DAILY MEMBERSHIP

Average Daily Attendance	372.9
Average Daily Membership	398.5
Percentage of Daily Attendance	93.6%

CLASSROOM GROUPS

	20 & below	21 to 30	31 +
Primary	-	7	1
Intermediate	-	5	-
Combination	-	2	-

STAFFING	**FTE**
Principals/ Asst. Principals	1.0
Classroom Teachers	14.0
Librarians	1.0
Special Education Teachers	4.0
Music Teachers	.8
Art Teachers	.4
Physical Ed. Teachers	.8
Bilingual Teachers	.5
Nurses	.6
Special Education Aides	2.75
Bilingual Tutors	1.0
Indian Ed. Tutor/Counselor	.5
Clerical Support Staff	1.5
Custodians	2.5

Budget *

1995-96 Expenditures	$1,836,303
1996-97 Budgeted Amount	$1,439,094
1997-98 Adopted Budget	$1,451,408

* Dollars budgeted or expended are general fund only.

Special Programs: Bilingual Ed., Indian Ed., Migrant Ed., Slingerland (gr. K through 4)

NORTHWOOD ELEMENTARY PROFILE
SCHOOL CHARACTERISTICS

Student Population Mobility

Membership	New Enrollment	Withdrawals	Transfer Out	Transfer In	Total Mobility	Percent Mobility
401	46	65	67	70	248	61.8%

Ethnicity Report--October 1996

White	Black	American Native	Asian / Pac Islander	Hispanic	Total Minority	School Total
211	29	73	63	17	182	393
53.7%	7.4%	18.6%	16.0%	4.3%	46.3%	

Free/Reduced Price Lunch Information

Year	School Level	Number in Attendance Area	Number of Children from Low Income Families *	Percent of Children from Low Income Families *
1996-97	Elementary	401	148	36.9%

* Estimate of children from low income families is based on Free/Reduced Lunch Program.

Retention Report

Grade Repeated	1	2	3	4	5	6	Total
Number Not Promoted	3	0	0	3	0	0	6
Percent Not Promoted	5.0%	0%	0%	5.0%	0%	0%	1.0%

Stability Rates of Students

Data Type	American Native	Asian/ Pac. Islander	Black	Hispanic	White	Total
Number	100	74	51	26	259	510
% in One Sch.	52.00%	74.32%	45.10%	57.69%	67.57%	62.75%
% in Same Sch.	32.00%	50.00%	43.14%	50.00%	49.81%	45.69%

NORTHWOOD ELEMENTARY PROFILE
ACHIEVEMENT PROFILE

CAT Percentile Rank Scores
and Number Tested

SUBTEST		GRADE 3	4	5	6
Reading Vocabulary	%ile	47	58	49	53
	No.	58	57	39	47
Reading Comprehension	%ile	42	53	55	58
	No.	58	58	39	47
Total Reading	**%ile**	**44**	**58**	**54**	**56**
	No.	58	57	39	47
Language Mechanics	%ile	41	53	57	54
	No.	58	58	39	47
Language Expression	%ile	46	57	52	53
	No.	58	56	39	47
Total Language	**%ile**	**44**	**54**	**54**	**53**
	No.	58	56	39	47
Math Computation	%ile	57	81	48	56
	No.	58	57	39	47
Math Concepts and Applications	%ile	56	71	65	58
	No.	57	57	39	47
Total Mathematics	**%ile**	**58**	**78**	**59**	**57**
	No.	57	57	39	47
Total Battery	**%ile**	**47**	**64**	**57**	**55**
	No.	57	56	39	47
Word Analysis	%ile	42			
	No.	58			
Study Skills	%ile		62	60	59
	No.		57	39	47
Spelling	%ile	37	59	47	41
	No.	58	58	39	47
Science	%ile	46	60	45	50
	No.	57	57	38	46
Social Studies	%ile	50	64	62	49
	No.	57	57	38	46

Historical Performances
ITBS Percentile Rank Scores 1992-93 to 1994-95
CAT Percentile Rank Scores 1995-96 and 1996-97

Grade	Area	96-97	95-96	94-95	93-94	92-93
4	Total Reading	58	64	57	36	53
4	Total Language Arts	54	53	48	34	49
4	Total Mathematics	78	68	57	40	52
6	Total Reading	56	47	57	43	51
6	Total Language Arts	53	55	54	42	44
6	Total Mathematics	57	49	66	45	50

NORTHWOOD ELEMENTARY PROFILE
ACHIEVEMENT PROFILE

GOAL	LEVEL OF ACHIEVEMENT
Increase academic performance in reading	Successful
Improve 3rd and 4th grade students' knowledge in language arts	Partially Successful
Emphasize language arts instruction and correlate other curricula areas	Partially Successful

Continuing Student Progress
Spring 1996-97
Expected Gain

Grade/Area		Number Tested	% Achieved Less Than One Year's Growth	% Achieved One Yr.'s Growth	% Achieved More Than One Year's Growth	1996 Mean	1997 Mean
4	Reading	34	26.5	38.2	35.3	55	56
	Lang. Arts	34	29.4	11.8	58.8	48	54*
	Math	34	41.2	11.8	47.1	64	68
5	Reading	20	25.0	45.0	30.0	55	56
	Lang. Arts	21	19.0	38.1	42.9	46	50
	Math	21	38.1	33.3	28.6	55	54
6	Reading	26	23.1	46.2	30.8	56	56
	Lang. Arts	26	38.5	38.5	23.1	56	55
	Math	26	38.5	38.5	23.1	60	59

* -- Indicates Significant Difference in Means at .05 Level

Table 151

NUNAKA VALLEY ELEMENTARY PROFILE
SCHOOL CHARACTERISTICS

September 30, 1996 Membership	374
Percent of Capacity	98%
Special Education	66
Gifted	11
Bilingual	36

AVERAGE DAILY ATTENDANCE/ AVERAGE DAILY MEMBERSHIP

Average Daily Attendance	347.7
Average Daily Membership	369.2
Percentage of Daily Attendance	94.2%

CLASSROOM GROUPS

	20 & below	21 to 30	31 +
Primary	1	8	-
Intermediate	-	4	-
Combination	-	3	-

STAFFING	FTE
Principals/ Asst. Principals	1.0
Classroom Teachers	16.0
Librarians	1.0
Special Education Teachers	3.2
Music Teachers	.8
Art Teachers	.4
Phys. Ed. Teachers	.8
Nurses	.65
Teacher Assistants/Aides	1.3
Special Education Aides	1.25
Bilingual Tutors	1.0
Clerical Support Staff	1.0
Custodians	2.5

Budget *

1995-96 Expenditures	$1,453,668
1996-97 Budgeted Amount	$1,562,498
1997-98 Adopted Budget	$1,455,846

* Dollars budgeted or expended are general fund only.

Special Programs: Bilingual Ed., Community School, Full-Day Kindergarten, Migrant Ed., Slingerland (gr. 1 through 6)

NUNAKA VALLEY ELEMENTARY PROFILE
SCHOOL CHARACTERISTICS

Student Population Mobility

Membership	New Enrollment	Withdrawals	Transfer Out	Transfer In	Total Mobility	Percent Mobility
374	31	42	49	50	172	46.0%

Ethnicity Report--October 1996

White	Black	American Native	Asian / Pac Islander	Hispanic	Total Minority	School Total
216	43	76	26	18	163	379
57.0%	11.4%	20.1%	6.9%	4.8%	43.0%	

Free/Reduced Price Lunch Information

Year	School Level	Number in Attendance Area	Number of Children from Low Income Families *	Percent of Children from Low Income Families *
1996-97	Elementary	374	169	45.2%

* Estimate of children from low income families is based on Free/Reduced Lunch Program.

Retention Report

Grade Repeated	1	2	3	4	5	6	Total
Number Not Promoted	0	0	1	2	0	0	3
Percent Not Promoted	0%	0%	0.3%	0.7%	0%	0%	1.0%

Stability Rates of Students

Data Type	American Native	Asian/ Pac. Islander	Black	Hispanic	White	Total
Number	93	32	53	21	252	451
% in One Sch.	59.14%	62.50%	64.15%	76.19%	69.84%	66.74%
% in Same Sch.	44.09%	43.75%	52.83%	57.14%	56.35%	52.55%

NUNAKA VALLEY ELEMENTARY PROFILE
ACHIEVEMENT PROFILE

CAT Percentile Rank Scores
and Number Tested

SUBTEST		GRADE			
		3	4	5	6
Reading Vocabulary	%ile	54	44	55	28
	No.	59	43	53	41
Reading Comprehension	%ile	53	46	63	53
	No.	58	43	53	41
Total Reading	**%ile**	**55**	**46**	**60**	**38**
	No.	58	43	53	41
Language Mechanics	%ile	33	43	67	39
	No.	58	42	53	40
Language Expression	%ile	42	42	63	43
	No.	57	42	53	40
Total Language	**%ile**	**37**	**42**	**66**	**38**
	No.	57	42	53	40
Math Computation	%ile	59	34	54	36
	No.	55	42	54	40
Math Concepts and Applications	%ile	46	45	73	47
	No.	58	43	53	40
Total Mathematics	**%ile**	**51**	**41**	**67**	**41**
	No.	54	42	53	40
Total Battery	**%ile**	**46**	**42**	**67**	**38**
	No.	53	42	52	40
Word Analysis	%ile	44			
	No.	60			
Study Skills	%ile		49	62	42
	No.		42	53	40
Spelling	%ile	44	31	50	28
	No.	59	42	53	41
Science	%ile	49	38	61	41
	No.	57	43	52	40
Social Studies	%ile	48	34	74	41
	No.	57	42	51	39

Historical Performances
ITBS Percentile Rank Scores 1992-93 to 1994-95
CAT Percentile Rank Scores 1995-96 and 1996-97

Grade	Area	96-97	95-96	94-95	93-94	92-93
4	Total Reading	46	39	32	41	59
4	Total Language Arts	42	37	34	42	51
4	Total Mathematics	41	47	35	48	60
6	Total Reading	38	60	35	44	29
6	Total Language Arts	38	48	26	33	28
6	Total Mathematics	41	58	42	43	31

NUNAKA VALLEY ELEMENTARY PROFILE
ACHIEVEMENT PROFILE

GOAL	LEVEL OF ACHIEVEMENT
Focus on reading instruction	Partially Successful
Adopt and implement new math curriculum	Partially Successful
Ensure have a safe, accepting, supportive school community	Successful

Continuing Student Progress
Spring 1996-97
Expected Gain

Grade/Area		Number Tested	% Achieved Less Than One Year's Growth	% Achieved One Yr.'s Growth	% Achieved More Than One Year's Growth	1996 Mean	1997 Mean
4	Reading	26	26.9	38.5	34.6	50	49
	Lang. Arts	27	14.8	37.0	48.1	40	47*
	Math	27	51.9	29.6	18.5	50	44
5	Reading	41	12.2	39.0	48.8	46	55*
	Lang. Arts	40	7.5	20.0	72.5	46	60*
	Math	40	20.0	27.5	52.5	51	61*
6	Reading	31	25.8	38.7	35.5	39	42
	Lang. Arts	30	36.7	33.3	30.0	44	44
	Math	30	10.0	36.7	53.3	38	47*

* -- Indicates Significant Difference in Means at .05 Level

Table 152

OCEAN VIEW ELEMENTARY PROFILE
SCHOOL CHARACTERISTICS

September 30, 1996 Membership	**403**
Percent of Capacity	88%
Special Education	63
Gifted	55
Bilingual	10

AVERAGE DAILY ATTENDANCE/ AVERAGE DAILY MEMBERSHIP	
Average Daily Attendance	393.8
Average Daily Membership	411.8
Percentage of Daily Attendance	95.6%

CLASSROOM GROUPS

	20 & below	21 to 30	31 +
Primary	1	8	-
Intermediate	-	2	4
Combination	-	1	-

STAFFING	**FTE**
Principals/ Asst. Principals	1.0
Classroom Teachers	14.5
Librarians	1.0
Special Education Teachers	2.4
Gifted Teachers	2.0
Music Teachers	.8
Art Teachers	.4
Phys. Ed. Teachers	.8
Nurses	.7
Special Education Aides	1.25
Bilingual Tutors	.25
Clerical Support Staff	1.5
Custodians	2.5

Budget *

1995-96 Expenditures	$1,633,870
1996-97 Budgeted Amount	$1,451,051
1997-98 Adopted Budget	$1,440,052

* Dollars budgeted or expended are general fund only.

Special Programs: Bilingual Ed., Gifted Service School

OCEAN VIEW ELEMENTARY PROFILE
SCHOOL CHARACTERISTICS

Student Population Mobility

Membership	New Enrollment	Withdrawals	Transfer Out	Transfer In	Total Mobility	Percent Mobility
403	31	12	22	22	87	21.6%

Ethnicity Report--October 1996

White	Black	American Native	Asian / Pac Islander	Hispanic	Total Minority	School Total
347	9	17	23	9	58	405
85.7%	2.2%	4.2%	5.7%	2.2%	14.3%	

Free/Reduced Price Lunch Information

Year	School Level	Number in Attendance Area	Number of Children from Low Income Families *	Percent of Children from Low Income Families *
1996-97	Elementary	403	40	9.9%

* Estimate of children from low income families is based on Free/Reduced Lunch Program.

Retention Report

Grade Repeated	1	2	3	4	5	6	Total
Number Not Promoted	1	1	0	1	0	0	3
Percent Not Promoted	1.4%	1.6%	0%	2.1%	0%	00%	.8%

Stability Rates of Students

Data Type	American Native	Asian/ Pac. Islander	Black	Hispanic	White	Total
Number	23	23	14	11	392	453
% in One Sch	69.57%	100.00%	57.14%	81.82%	86.13%	84.99%
% in Same Sch.	52.17%	69.57%	35.71%	72.73%	65.97%	64.68%

OCEAN VIEW ELEMENTARY PROFILE
ACHIEVEMENT PROFILE

CAT Percentile Rank Scores and Number Tested

SUBTEST		GRADE			
		3	4	5	6
Reading Vocabulary	%ile	75	77	74	77
	No.	49	48	61	57
Reading Comprehension	%ile	70	75	68	76
	No.	49	48	62	57
Total Reading	**%ile**	**74**	**79**	**75**	**79**
	No.	49	48	61	57
Language Mechanics	%ile	63	87	71	84
	No.	49	48	62	57
Language Expression	%ile	76	86	74	77
	No.	49	48	62	57
Total Language	**%ile**	**72**	**88**	**73**	**82**
	No.	49	48	62	57
Math Computation	%ile	78	91	75	86
	No.	49	48	62	57
Math Concepts and Applications	%ile	83	90	83	86
	No.	49	48	62	57
Total Mathematics	**%ile**	**83**	**93**	**82**	**86**
	No.	49	48	62	57
Total Battery	**%ile**	**78**	**89**	**81**	**85**
	No.	49	48	61	57
Word Analysis	%ile	75			
	No.	49			
Study Skills	%ile		85	71	80
	No.		48	62	57
Spelling	%ile	56	67	60	64
	No.	49	48	62	57
Science	%ile	73	76	63	70
	No.	49	48	62	57
Social Studies	%ile	67	77	71	70
	No.	49	48	62	57

Historical Performances
ITBS Percentile Rank Scores 1992-93 to 1994-95
CAT Percentile Rank Scores 1995-96 and 1996-97

Grade	Area	96-97	95-96	94-95	93-94	92-93
4	Total Reading	79	79	71	72	68
4	Total Language Arts	88	73	68	68	70
4	Total Mathematics	93	85	84	78	79
6	Total Reading	79	79	77	62	62
6	Total Language Arts	82	77	79	67	61
6	Total Mathematics	86	89	86	80	79

OCEAN VIEW ELEMENTARY PROFILE
ACHIEVEMENT PROFILE

GOAL	LEVEL OF ACHIEVEMENT
Maintain high academic scores in area of math	Successful
Demonstrate improvement in writing over course of the year	Successful
Keep a progressive record on each student	Successful

Continuing Student Progress
Spring 1996-97
Expected Gain

Grade/Area		Number Tested	% Achieved Less Than One Year's Growth	% Achieved One Yr.'s Growth	% Achieved More Than One Year's Growth	1996 Mean	1997 Mean
4	Reading	43	25.6	37.2	37.2	67	69
	Lang. Arts	43	7.0	30.2	62.8	64	76*
	Math	43	9.3	18.6	72.1	70	83*
5	Reading	51	23.5	51.0	25.5	67	67
	Lang. Arts	52	23.1	44.2	32.7	63	64
	Math	52	42.3	34.6	23.1	73	71
6	Reading	49	34.7	32.7	32.7	69	69
	Lang. Arts	49	24.5	44.9	30.6	71	72
	Math	48	16.7	45.8	37.5	71	75

* -- Indicates Significant Difference in Means at .05 Level

Table 153

O'MALLEY ELEMENTARY PROFILE
SCHOOL CHARACTERISTICS

September 30, 1996 Membership	**574**
Percent of Capacity	126%
Special Education	85
Gifted	68
Bilingual	12

AVERAGE DAILY ATTENDANCE/ AVERAGE DAILY MEMBERSHIP

Average Daily Attendance	533.7
Average Daily Membership	559.1
Percentage of Daily Attendance	95.5%

CLASSROOM GROUPS

	20 & below	21 to 30	31 +
Primary	2	9	-
Intermediate	-	8	1
Combination	-	1	-

STAFFING	**FTE**
Principals/ Asst. Principals	1.0
Classroom Teachers	20.0
Librarians	1.0
Special Education Teachers	4.5
Gifted Teachers	1.0
Music Teachers	1.0
Art Teachers	.5
Phys. Ed. Teachers	1.0
Nurses	1.0
Health Attendant	.6875
Special Education Aides	3.875
Bilingual Tutors	.33
Clerical Support Staff	1.75
Custodians	2.5

Budget *

1995-96 Expenditures	$1,933,823
1996-97 Budgeted Amount	$1,873,193
1997-98 Adopted Budget	$1,685,974

* Dollars budgeted or expended are general fund only.

Special Programs: Bilingual Ed., Gifted Service School, Slingerland (gr. 1 through 3), Special Ed. Intensive Service Site

O'MALLEY ELEMENTARY PROFILE
SCHOOL CHARACTERISTICS

Student Population Mobility

Membership	New Enrollment	Withdrawals	Transfer Out	Transfer In	Total Mobility	Percent Mobility
574	47	46	18	14	125	21.8%

Ethnicity Report--October 1996

White	Black	American Native	Asian / Pac Islander	Hispanic	Total Minority	School Total
533	3	18	12	11	44	577
92.4%	.5%	3.1%	2.1%	1.9%	7.6%	

Free/Reduced Price Lunch Information

Year	School Level	Number in Attendance Area	Number of Children from Low Income Families *	Percent of Children from Low Income Families *
1996-97	Elementary	574	18	3.1%

* Estimate of children from low income families is based on Free/Reduced Lunch Program.

Retention Report

Grade Repeated	1	2	3	4	5	6	Total
Number Not Promoted	0	0	0	0	0	0	0
Percent Not Promoted	0%	0%	0%	0%	0%	0%	0%

Stability Rates of Students

Data Type	American Native	Asian/ Pac. Islander	Black	Hispanic	White	Total
Number	20	13	4	10	551	598
% in One Sch.	80.00%	100.00%	25.00%	100.00%	85.48%	85.45%
% in Same Sch.	65.00%	84.62%	50.00%	60.00%	75.14%	74.58%

O'MALLEY ELEMENTARY PROFILE
ACHIEVEMENT PROFILE

CAT Percentile Rank Scores and Number Tested

SUBTEST		GRADE			
		3	4	5	6
Reading Vocabulary	%ile	76	82	72	71
	No.	71	70	104	97
Reading Comprehension	%ile	84	81	80	80
	No.	71	70	104	97
Total Reading	**%ile**	**83**	**84**	**79**	**78**
	No.	71	70	104	97
Language Mechanics	%ile	67	83	83	84
	No.	71	70	104	97
Language Expression	%ile	77	83	83	79
	No.	71	70	104	97
Total Language	**%ile**	**74**	**85**	**85**	**83**
	No.	71	70	104	97
Math Computation	%ile	80	93	73	90
	No.	71	70	104	97
Math Concepts and Applications	%ile	83	89	84	90
	No.	71	70	104	97
Total Mathematics	**%ile**	**84**	**92**	**82**	**91**
	No.	71	70	104	97
Total Battery	**%ile**	**82**	**89**	**85**	**87**
	No.	71	70	104	97
Word Analysis	%ile	70			
	No.	71			
Study Skills	%ile		85	77	75
	No.		70	104	97
Spelling	%ile	64	67	65	64
	No.	71	70	104	97
Science	%ile	86	81	69	75
	No.	71	70	104	97
Social Studies	%ile	76	80	79	77
	No.	71	69	104	97

Historical Performances
ITBS Percentile Rank Scores 1992-93 to 1994-95
CAT Percentile Rank Scores 1995-96 and 1996-97

Grade	Area	96-97	95-96	94-95	93-94	92-93
4	Total Reading	84	84	76	72	78
4	Total Language Arts	85	78	75	75	81
4	Total Mathematics	92	87	89	85	87
6	Total Reading	78	77	76	71	74
6	Total Language Arts	83	79	76	70	71
6	Total Mathematics	91	83	78	76	75

O'MALLEY ELEMENTARY PROFILE
ACHIEVEMENT PROFILE

GOAL	LEVEL OF ACHIEVEMENT
Demonstrate improved writing skills	Successful
Improve spelling skills measured quarterly	Partially Successful
Implement mediator component of RCCP	Successful

Continuing Student Progress
Spring 1996-97
Expected Gain

Grade/Area		Number Tested	% Achieved Less Than One Year's Growth	% Achieved One Yr.'s Growth	% Achieved More Than One Year's Growth	1996 Mean	1997 Mean
4	Reading	56	16.1	42.9	41.1	68	73*
	Lang. Arts	57	19.3	22.8	57.9	61	72*
	Math	57	8.8	28.1	63.2	69	81*
5	Reading	89	36.0	34.8	29.2	71	68
	Lang. Arts	88	17.0	39.8	43.2	67	72*
	Math	87	42.5	37.9	19.5	75	71*
6	Reading	82	32.9	37.8	29.3	67	66
	Lang. Arts	82	28.0	35.4	36.6	70	71
	Math	82	18.3	30.5	51.2	72	79*

* -- Indicates Significant Difference in Means at .05 Level

Table 154

ORION ELEMENTARY PROFILE
SCHOOL CHARACTERISTICS

September 30, 1996 Membership	**636**
Percent of Capacity	129%
Special Education	97
Gifted	8
Bilingual	6

AVERAGE DAILY ATTENDANCE/ AVERAGE DAILY MEMBERSHIP

Average Daily Attendance	595.4
Average Daily Membership	617.1
Percentage of Daily Attendance	96.5%

CLASSROOM GROUPS

	20 & below	21 to 30	31 +
Primary	6	7	-
Intermediate	-	4	2
Combination	-	6	-

STAFFING	**FTE**
Principals/ Asst. Principals	1.0
Classroom Teachers	25.0
Librarians	1.0
Special Education Teachers	4.6
Music Teachers	1.2
Art Teachers	.6
Phys. Ed. Teachers	1.2
Nurses	1.0
Teacher Assistants/Aides	2.1875
Special Education Aides	2.0
Bilingual Tutors	.75
Clerical Support Staff	1.875
Custodians	3.0

Budget *

1995-96 Expenditures	$1,970,671
1996-97 Budgeted Amount	$2,026,971
1997-98 Adopted Budget	$1,982,052

* Dollars budgeted or expended are general fund only.

Special Programs: Bilingual Ed., Full-Day Kindergarten, Slingerland (gr. 1 through 4), Special Ed. Pre-School Site, Resource Tutorial

ORION ELEMENTARY PROFILE
SCHOOL CHARACTERISTICS

Student Population Mobility

Membership	New Enrollment	Withdrawals	Transfer Out	Transfer In	Total Mobility	Percent Mobility
636	47	84	23	39	193	30.3%

Ethnicity Report--October 1996

White	Black	American Native	Asian / Pac Islander	Hispanic	Total Minority	School Total
459	106	5	22	36	169	628
73.1%	16.9%	0.8%	3.5%	5.7%	26.9%	

Free/Reduced Price Lunch Information

Year	School Level	Number in Attendance Area	Number of Children from Low Income Families *	Percent of Children from Low Income Families *
1996-97	Elementary	636	222	34.9%

* Estimate of children from low income families is based on Free/Reduced Lunch Program.

Retention Report

Grade Repeated	1	2	3	4	5	6	Total
Number Not Promoted	3	0	0	0	0	2	5
Percent Not Promoted	2.9%	0%	0%	0%	0%	3.3%	1.9%

Stability Rates of Students

Data Type	American Native	Asian/ Pac. Islander	Black	Hispanic	White	Total
Number	5	24	125	37	506	697
% in One Sch.	80.00%	83.33%	77.60%	72.97%	78.85%	78.48%
% in Same Sch.	60.00%	54.17%	44.00%	54.05%	51.98%	50.79%

ORION ELEMENTARY PROFILE
ACHIEVEMENT PROFILE

CAT Percentile Rank Scores and Number Tested

SUBTEST		GRADE			
		3	4	5	6
Reading Vocabulary	%ile	67	69	57	43
	No.	75	71	65	59
Reading Comprehension	%ile	63	61	64	55
	No.	76	72	65	59
Total Reading	**%ile**	**66**	**69**	**63**	**49**
	No.	75	71	65	59
Language Mechanics	%ile	54	53	64	49
	No.	76	71	65	59
Language Expression	%ile	64	62	64	54
	No.	76	72	65	59
Total Language	**%ile**	**60**	**58**	**65**	**51**
	No.	76	71	65	59
Math Computation	%ile	66	52	44	39
	No.	76	72	64	59
Math Concepts and Applications	%ile	62	66	62	58
	No.	76	72	64	59
Total Mathematics	**%ile**	**65**	**61**	**54**	**48**
	No.	76	72	64	59
Total Battery	**%ile**	**65**	**64**	**64**	**49**
	No.	75	70	64	59
Word Analysis	%ile	67			
	No.	76			
Study Skills	%ile		66	63	48
	No.		72	65	59
Spelling	%ile	56	63	59	45
	No.	76	72	64	59
Science	%ile	52	64	51	45
	No.	75	72	65	59
Social Studies	%ile	56	59	61	43
	No.	75	71	65	59

Historical Performances
ITBS Percentile Rank Scores 1992-93 to 1994-95
CAT Percentile Rank Scores 1995-96 and 1996-97

Grade	Area	96-97	95-96	94-95	93-94	92-93
4	Total Reading	69	60	49	44	50
4	Total Language Arts	58	50	51	42	45
4	Total Mathematics	61	49	56	50	54
6	Total Reading	49	56	52	50	50
6	Total Language Arts	51	57	54	41	52
6	Total Mathematics	48	47	51	49	53

ORION ELEMENTARY PROFILE
ACHIEVEMENT PROFILE

GOAL	LEVEL OF ACHIEVEMENT
Develop increased awareness of resolving conflicts	Successful
Increase and strengthen reading skills	Successful
Improve understanding of grade level focus in science	Successful

Continuing Student Progress
Spring 1996-97
Expected Gain

Grade/Area		Number Tested	% Achieved Less Than One Year's Growth	% Achieved One Yr.'s Growth	% Achieved More Than One Year's Growth	1996 Mean	1997 Mean
4	Reading	54	33.3	31.5	35.2	60	59
	Lang. Arts	54	35.2	31.5	33.3	56	55
	Math	55	32.7	41.8	25.5	59	57
5	Reading	50	36.0	32.0	32.0	59	57
	Lang. Arts	50	22.0	30.0	48.0	53	57
	Math	49	34.7	38.8	26.5	54	52
6	Reading	46	39.1	34.8	26.1	51	49
	Lang. Arts	46	50.0	34.8	15.2	57	50*
	Math	45	40.0	48.9	11.1	52	48*

* – Indicates Significant Difference in Means at .05 Level

Table 155

PTARMIGAN ELEMENTARY PROFILE
SCHOOL CHARACTERISTICS

September 30, 1996 Membership	**346**
Percent of Capacity	103%
Special Education	60
Gifted	10
Bilingual	23

AVERAGE DAILY ATTENDANCE/ AVERAGE DAILY MEMBERSHIP

Average Daily Attendance	324.0
Average Daily Membership	347.0
Percentage of Daily Attendance	93.4%

CLASSROOM GROUPS

	20 & below	21 to 30	31 +
Primary	1	5	-
Intermediate	-	3	-
Combination	-	5	-

STAFFING	**FTE**
Principals/ Asst. Principals	1.0
Classroom Teachers	13.0
Librarians	1.0
Special Education Teachers	3.6
Music Teachers	.6
Art Teachers	.4
Phys. Ed. Teachers	.7
Nurses	.6
Title I Specialists	1.48
Title I Coordinator	.8
Special Education Aides	2.125
Bilingual Tutors	.5
Indian Ed. Tutor/Counselor	.5
Clerical Support Staff	1.0
Custodians	2.0

Budget *

1995-96 Expenditures	$1,360,334
1996-97 Budgeted Amount	$1,281,861
1997-98 Adopted Budget	$1,257,099

* Dollars budgeted or expended are general fund only.

Special Programs: Bilingual Ed., Indian Ed., Migrant Ed., Slingerland (gr. 1), Under Achieving School Grant

PTARMIGAN ELEMENTARY PROFILE
SCHOOL CHARACTERISTICS

Student Population Mobility

Membership	New Enrollment	Withdrawals	Transfer Out	Transfer In	Total Mobility	Percent Mobility
346	44	40	65	61	210	60.7%

Ethnicity Report--October 1996

White	Black	American Native	Asian / Pac Islander	Hispanic	Total Minority	School Total
180	52	67	16	21	156	336
53.6%	15.5%	19.9%	4.8%	6.3%	46.4%	

Free/Reduced Price Lunch Information

Year	School Level	Number in Attendance Area	Number of Children from Low Income Families *	Percent of Children from Low Income Families *
1996-97	Elementary	346	200	57.8%

* Estimate of children from low income families is based on Free/Reduced Lunch Program.

Retention Report

Grade Repeated	1	2	3	4	5	6	Total
Number Not Promoted	3	0	1	0	0	0	4
Percent Not Promoted	5.7%	0%	1.9%	0%	0%	0%	1.3%

Stability Rates of Students

Data Type	American Native	Asian/ Pac. Islander	Black	Hispanic	White	Total
Number	96	23	79	23	227	448
% in One Sch.	56.25%	52.17%	55.70%	82.61%	66.52%	62.50%
% in Same Sch.	40.63%	43.48%	35.44%	52.17%	55.07%	47.77%

PTARMIGAN ELEMENTARY PROFILE
ACHIEVEMENT PROFILE

CAT Percentile Rank Scores and Number Tested

SUBTEST		GRADE			
		3	4	5	6
Reading Vocabulary	%ile	43	29	35	47
	No.	45	47	34	42
Reading Comprehension	%ile	49	47	40	52
	No.	44	47	34	42
Total Reading	**%ile**	**48**	**37**	**37**	**51**
	No.	44	47	34	42
Language Mechanics	%ile	35	34	45	60
	No.	45	47	35	42
Language Expression	%ile	50	37	40	50
	No.	45	47	34	42
Total Language	**%ile**	**42**	**34**	**42**	**54**
	No.	45	47	34	42
Math Computation	%ile	48	45	30	51
	No.	46	45	35	42
Math Concepts and Applications	%ile	41	44	39	61
	No.	46	45	35	42
Total Mathematics	**%ile**	**42**	**44**	**34**	**55**
	No.	46	45	35	42
Total Battery	**%ile**	**44**	**37**	**39**	**53**
	No.	44	45	34	42
Word Analysis	%ile	45			
	No.	45			
Study Skills	%ile		48	47	54
	No.		44	35	42
Spelling	%ile	40	42	32	42
	No.	45	47	35	42
Science	%ile	42	50	28	38
	No.	45	41	35	42
Social Studies	%ile	52	32	40	44
	No.	45	42	35	42

Historical Performances
ITBS Percentile Rank Scores 1992-93 to 1994-95
CAT Percentile Rank Scores 1995-96 and 1996-97

Grade	Area	96-97	95-96	94-95	93-94	92-93
4	Total Reading	37	40	31	41	30
4	Total Language Arts	34	26	36	42	35
4	Total Mathematics	44	38	38	35	36
6	Total Reading	51	36	33	47	43
6	Total Language Arts	54	36	38	39	43
6	Total Mathematics	55	37	30	49	50

PTARMIGAN ELEMENTARY PROFILE
ACHIEVEMENT PROFILE

GOAL	LEVEL OF ACHIEVEMENT
Improve reading/language arts skills	Successful
Improve their math computation and problem solving skills	Successful
Integrate use of computer technology into the curriculum	Partially Successful

Continuing Student Progress
Spring 1996-97
Expected Gain

Grade/Area		Number Tested	% Achieved Less Than One Year's Growth	% Achieved One Yr.'s Growth	% Achieved More Than One Year's Growth	1996 Mean	1997 Mean
4	Reading	30	23.3	36.7	40.0	43	48
	Lang. Arts	30	16.7	30.0	53.3	37	45*
	Math	30	23.3	46.7	30.0	51	51
5	Reading	25	40.0	28.0	32.0	47	44
	Lang. Arts	25	20.0	24.0	56.0	37	45*
	Math	25	36.0	36.0	28.0	44	44
6	Reading	29	31.0	37.9	31.0	52	52
	Lang. Arts	29	41.4	44.8	13.8	54	52
	Math	29	20.7	27.6	51.7	49	54

* -- Indicates Significant Difference in Means at .05 Level

Table 156

RABBIT CREEK ELEMENTARY PROFILE
SCHOOL CHARACTERISTICS

September 30, 1996 Membership	504
Percent of Capacity	111%
Special Education	98
Gifted	37
Bilingual	8

AVERAGE DAILY ATTENDANCE/ AVERAGE DAILY MEMBERSHIP

Average Daily Attendance	473.1
Average Daily Membership	498.2
Percentage of Daily Attendance	95.0

CLASSROOM GROUPS

	20 & below	21 to 30	31 +
Primary	3	7	-
Intermediate	-	7	-
Combination	-	2	-

STAFFING	FTE
Principals/ Asst. Principals	1.0
Classroom Teachers	17.5
Librarians	1.0
Special Education Teachers	5.5
Music Teachers	1.0
Art Teachers	.5
Phys. Ed. Teachers	1.0
Nurses	1.0
Health Attendant	.6875
Special Education Aides	5.0
Bilingual Tutors	.33
Clerical Support Staff	1.75
Custodians	2.5

Budget *

1995-96 Expenditures	$1,778,328
1996-97 Budgeted Amount	$1,682,616
1997-98 Adopted Budget	$1,627,810

* Dollars budgeted or expended are general fund only.

Special Programs: Bilingual Ed., Community School, Migrant Ed., Slingerland (gr. 1 through 3), Special Ed. Intensive Service Site

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RABBIT CREEK ELEMENTARY PROFILE
SCHOOL CHARACTERISTICS

Student Population Mobility

Membership	New Enrollment	Withdrawals	Transfer Out	Transfer In	Total Mobility	Percent Mobility
504	30	37	22	21	110	21.8%

Ethnicity Report--October 1996

White	Black	American Native	Asian / Pac Islander	Hispanic	Total Minority	School Total
431	17	33	14	9	73	504
85.5%	3.4%	6.6%	2.8%	1.8%	14.5%	

Free/Reduced Price Lunch Information

Year	School Level	Number in Attendance Area	Number of Children from Low Income Families *	Percent of Children from Low Income Families *
1996-97	Elementary	504	43	8.5%

* Estimate of children from low income families is based on Free/Reduced Lunch Program.

Retention Report

Grade Repeated	1	2	3	4	5	6	Total
Number Not Promoted	1	0	0	0	0	0	1
Percent Not Promoted	1.6%	0%	0%	0%	0%	0%	0.2%

Stability Rates of Students

Data Type	American Native	Asian/ Pac. Islander	Black	Hispanic	White	Total
Number	38	14	19	16	453	540
% in One Sch.	78.95%	78.57%	84.21%	50.00%	86.09%	84.26%
% in Same Sch.	73.68%	71.43%	57.89%	50.00%	69.54%	68.89%

RABBIT CREEK ELEMENTARY PROFILE
ACHIEVEMENT PROFILE

CAT Percentile Rank Scores
and Number Tested

SUBTEST		GRADE			
		3	4	5	6
Reading Vocabulary	%ile	63	78	71	73
	No.	73	62	61	79
Reading Comprehension	%ile	58	65	71	76
	No.	73	62	61	79
Total Reading	**%ile**	**61**	**75**	**73**	**76**
	No.	73	62	61	79
Language Mechanics	%ile	48	63	77	73
	No.	73	62	61	79
Language Expression	%ile	65	70	76	72
	No.	73	61	61	79
Total Language	**%ile**	**59**	**68**	**78**	**74**
	No.	73	61	61	79
Math Computation	%ile	67	72	72	85
	No.	73	61	61	79
Math Concepts and Applications	%ile	66	74	75	84
	No.	73	61	61	79
Total Mathematics	**%ile**	**69**	**74**	**77**	**85**
	No.	73	61	61	79
Total Battery	**%ile**	**64**	**75**	**79**	**81**
	No.	73	61	61	79
Word Analysis	%ile	57			
	No.	73			
Study Skills	%ile		79	70	72
	No.		61	61	79
Spelling	%ile	53	70	66	59
	No.	73	62	61	79
Science	%ile	67	68	62	64
	No.	73	61	61	79
Social Studies	%ile	64	69	78	67
	No.	73	61	61	79

Historical Performances
ITBS Percentile Rank Scores 1992-93 to 1994-95
CAT Percentile Rank Scores 1995-96 and 1996-97

Grade	Area	96-97	95-96	94-95	93-94	92-93
4	Total Reading	75	72	65	61	65
4	Total Language Arts	68	67	59	60	62
4	Total Mathematics	74	73	77	75	80
6	Total Reading	76	83	74	73	68
6	Total Language Arts	74	78	76	68	71
6	Total Mathematics	85	91	83	78	81

RABBIT CREEK ELEMENTARY PROFILE
ACHIEVEMENT PROFILE

GOAL	LEVEL OF ACHIEVEMENT
Value math, improve problem solving, and improve conceptual understanding	Successful
Enhance student literacy through instructional techniques and motivational activities	Successful
Enhance access to technology	Partially Successful
Create a positive school climate	Successful

Continuing Student Progress
Spring 1996-97
Expected Gain

Grade/Area		Number Tested	% Achieved Less Than One Year's Growth	% Achieved One Yr.'s Growth	% Achieved More Than One Year's Growth	1996 Mean	1997 Mean
4	Reading	49	34.7	30.6	34.7	62	63
	Lang. Arts	48	14.6	27.1	58.3	51	60*
	Math	48	25.0	37.5	37.5	61	63
5	Reading	52	30.8	36.5	32.7	63	64
	Lang. Arts	52	19.2	28.8	51.9	61	68*
	Math	52	23.1	42.3	34.6	65	68
6	Reading	66	30.3	28.8	40.9	64	66
	Lang. Arts	66	33.3	39.4	27.3	66	65
	Math	65	16.9	38.5	44.6	70	74*

* -- Indicates Significant Difference in Means at .05 Level

Table 157

RAVENWOOD ELEMENTARY PROFILE
SCHOOL CHARACTERISTICS

September 30, 1996 Membership	**445**
Percent of Capacity	92%
Special Education	46
Gifted	37
Bilingual	4

AVERAGE DAILY ATTENDANCE/ AVERAGE DAILY MEMBERSHIP

Average Daily Attendance	423.9
Average Daily Membership	444.5
Percentage of Daily Attendance	95.4

CLASSROOM GROUPS

	20 & below	21 to 30	31 +
Primary	4	5	-
Intermediate	-	7	1
Combination	-	1	-

STAFFING	**FTE**
Principals/ Asst. Principals	1.0
Classroom Teachers	17.0
Librarians	1.0
Special Education Teachers	1.9
Music Teachers	.7
Art Teachers	.4
Phys. Ed. Teachers	.8
Nurses	.7
Special Education Aides	.875
Bilingual Tutors	.2
Clerical Support Staff	1.5
Custodians	2.5

Budget *

1995-96 Expenditures	$1,679,669
1996-97 Budgeted Amount	$1,543,800
1997-98 Adopted Budget	$1,491,002

* Dollars budgeted or expended are general fund only.

Special Programs: Bilingual Ed., Migrant Ed.

RAVENWOOD ELEMENTARY PROFILE
SCHOOL CHARACTERISTICS

Student Population Mobility

Membership	New Enrollment	Withdrawals	Transfer Out	Transfer In	Total Mobility	Percent Mobility
445	44	23	9	15	91	20.4%

Ethnicity Report--October 1996

White	Black	American Native	Asian / Pac Islander	Hispanic	Total Minority	School Total
411	2	19	5	9	35	446
92.2%	.5%	4.3%	1.1%	2.0%	7.9%	

Free/Reduced Price Lunch Information

Year	School Level	Number in Attendance Area	Number of Children from Low Income Families *	Percent of Children from Low Income Families *
1996-97	Elementary	445	13	2.9%

* Estimate of children from low income families is based on Free/Reduced Lunch Program.

Retention Report

Grade Repeated	1	2	3	4	5	6	Total
Number Not Promoted	2	0	2	0	0	0	4
Percent Not Promoted	3.2%	0%	2.8%	0%	0%	0%	0.9%

Stability Rates of Students

Data Type	American Native	Asian/ Pac. Islander	Black	Hispanic	White	Total
Number	20	9	2	9	441	481
% in One Sch.	85.00%	55.56%	50.00%	100.00%	89.12%	88.36%
% in Same Sch.	80.00%	44.44%	50.00%	88.89%	70.07%	70.27%

RAVENWOOD ELEMENTARY PROFILE
ACHIEVEMENT PROFILE

CAT Percentile Rank Scores
and Number Tested

SUBTEST		GRADE			
		3	4	5	6
Reading Vocabulary	%ile	84	82	80	71
	No.	69	60	79	80
Reading Comprehension	%ile	81	78	77	79
	No.	69	60	79	80
Total Reading	**%ile**	**85**	**82**	**81**	**77**
	No.	69	60	79	80
Language Mechanics	%ile	63	69	75	84
	No.	69	60	79	80
Language Expression	%ile	77	81	78	80
	No.	69	59	79	80
Total Language	**%ile**	**73**	**78**	**79**	**85**
	No.	69	59	79	80
Math Computation	%ile	71	59	74	87
	No.	69	60	78	80
Math Concepts and Applications	%ile	76	87	78	86
	No.	69	60	78	80
Total Mathematics	**%ile**	**76**	**79**	**79**	**87**
	No.	69	60	78	80
Total Battery	**%ile**	**81**	**81**	**83**	**86**
	No.	69	59	78	80
Word Analysis	%ile	76			
	No.	69			
Study Skills	%ile		83	78	82
	No.		60	79	80
Spelling	%ile	58	72	72	65
	No.	69	60	79	80
Science	%ile	82	80	66	71
	No.	69	60	79	80
Social Studies	%ile	75	76	80	74
	No.	69	60	79	80

Historical Performances
ITBS Percentile Rank Scores 1992-93 to 1994-95
CAT Percentile Rank Scores 1995-96 and 1996-97

Grade	Area	96-97	95-96	94-95	93-94	92-93
4	Total Reading	82	76	63	60	65
4	Total Language Arts	78	65	65	63	58
4	Total Mathematics	79	63	69	68	67
6	Total Reading	77	72	73	65	67
6	Total Language Arts	85	71	71	70	65
6	Total Mathematics	87	74	72	74	74

RAVENWOOD ELEMENTARY PROFILE
ACHIEVEMENT PROFILE

GOAL	LEVEL OF ACHIEVEMENT
Develop goal of furthering computer access	Successful
Emphasize development of portfolios	Partially Successful
Continue with Family Science, Green Star Program, EXCELS, and participate in Earth Systems Program	Successful

Continuing Student Progress
Spring 1996-97
Expected Gain

Grade/Area		Number Tested	% Achieved Less Than One Year's Growth	% Achieved One Yr.'s Growth	% Achieved More Than One Year's Growth	1996 Mean	1997 Mean
4	Reading	48	33.3	37.5	29.2	73	71
	Lang. Arts	47	36.2	23.4	40.4	70	69
	Math	48	47.9	33.3	18.8	72	67*
5	Reading	66	21.2	42.4	36.4	65	69*
	Lang. Arts	67	25.4	28.4	46.3	59	67*
	Math	66	21.2	28.8	50.0	58	66*
6	Reading	69	42.0	37.7	20.3	70	65*
	Lang. Arts	70	18.6	40.0	41.4	66	72*
	Math	70	11.4	40.0	48.6	65	73*

* -- Indicates Significant Difference in Means at .05 Level

Table 158

ROGERS PARK ELEMENTARY PROFILE
SCHOOL CHARACTERISTICS

September 30, 1996 Membership	**611**
Percent of Capacity	118%
Special Education	70
Gifted	209
Bilingual	61

AVERAGE DAILY ATTENDANCE/ AVERAGE DAILY MEMBERSHIP

Average Daily Attendance	590.2
Average Daily Membership	621.4
Percentage of Daily Attendance	95.0%

CLASSROOM GROUPS

	20 & below	21 to 30	31 +
Primary	3	7	-
Intermediate	-	4	3
Combination	-	7	-

STAFFING	**FTE**
Principals/ Asst. Principals	1.0
Classroom Teachers	17.0
Librarians	1.0
Special Education Teachers	3.0
Gifted Teachers	7.0
Music Teachers	1.1
Art Teachers	.6
Phys. Ed. Teachers	1.2
Nurses	.8
Special Education Aides	1.375
Bilingual Tutors	1.5
Clerical Support Staff	1.875
Custodians	2.5

Budget *

1995-96 Expenditures	$1,538,252
1996-97 Budgeted Amount	$1,613,756
1997-98 Adopted Budget	$1,587,543

* Dollars budgeted or expended are general fund only.

Special Programs: Bilingual Ed., Community School, Intensive Accelerated, Migrant Ed., Slingerland (gr. K through 3)

ROGERS PARK ELEMENTARY PROFILE
SCHOOL CHARACTERISTICS

Student Population Mobility

Membership	New Enrollment	Withdrawals	Transfer Out	Transfer In	Total Mobility	Percent Mobility
611	49	29	28	52	158	25.9%

Ethnicity Report--October 1996

White	Black	American Native	Asian / Pac Islander	Hispanic	Total Minority	School Total
449	35	44	57	27	163	612
73.4%	5.7%	7.2%	9.3%	4.4%	26.6%	

Free/Reduced Price Lunch Information

Year	School Level	Number in Attendance Area	Number of Children from Low Income Families *	Percent of Children from Low Income Families *
1996-97	Elementary	611	94	15.4%

* Estimate of children from low income families is based on Free/Reduced Lunch Program.

Retention Report

Grade Repeated	1	2	3	4	5	6	Total
Number Not Promoted	2	0	0	0	0	0	2
Percent Not Promoted	2.1%	0%	0%	0%	0%	0%	0.3%

Stability Rates of Students

Data Type	American Native	Asian/ Pac. Islander	Black	Hispanic	White	Total
Number	53	71	42	32	486	684
% in One Sch.	81.13%	77.46%	73.81%	71.88%	86.63%	83.77%
% in Same Sch.	69.81%	54.93%	64.29%	53.13%	65.02%	63.74%

ROGERS PARK ELEMENTARY PROFILE
ACHIEVEMENT PROFILE

CAT Percentile Rank Scores and Number Tested

SUBTEST		GRADE			
		3	4	5	6
Reading Vocabulary	%ile	80	81	79	83
	No.	91	95	83	90
Reading Comprehension	%ile	80	75	76	82
	No.	91	96	83	90
Total Reading	**%ile**	**82**	**80**	**80**	**85**
	No.	91	95	83	90
Language Mechanics	%ile	70	68	76	84
	No.	91	96	83	90
Language Expression	%ile	84	78	79	84
	No.	91	96	83	90
Total Language	**%ile**	**80**	**75**	**79**	**86**
	No.	91	96	83	90
Math Computation	%ile	84	79	71	90
	No.	91	95	83	90
Math Concepts and Applications	%ile	82	82	85	90
	No.	91	96	83	90
Total Mathematics	**%ile**	**86**	**84**	**82**	**91**
	No.	91	95	83	90
Total Battery	**%ile**	**85**	**82**	**83**	**90**
	No.	91	94	83	90
Word Analysis	%ile	69			
	No.	91			
Study Skills	%ile		81	76	84
	No.		96	83	90
Spelling	%ile	75	73	69	76
	No.	91	96	83	90
Science	%ile	81	77	71	79
	No.	91	96	83	90
Social Studies	%ile	75	78	78	81
	No.	91	96	83	90

Historical Performances
ITBS Percentile Rank Scores 1992-93 to 1994-95
CAT Percentile Rank Scores 1995-96 and 1996-97

Grade	Area	96-97	95-96	94-95	93-94	92-93
4	Total Reading	80	83	75	74	74
4	Total Language Arts	75	73	69	77	75
4	Total Mathematics	84	83	84	84	77
6	Total Reading	85	87	79	82	79
6	Total Language Arts	86	84	78	83	78
6	Total Mathematics	91	86	79	87	87

ROGERS PARK ELEMENTARY PROFILE
ACHIEVEMENT PROFILE

GOAL	LEVEL OF ACHIEVEMENT
Provide opportunities to use higher-level/critical-thinking skills	Partially Successful
Provide foundation and plan for implementation of math curriculum adoption	Partially Successful
Develop comprehensive technology program	Successful
Promote a healthy school climate and increase student accountability	Partially Successful

Continuing Student Progress
Spring 1996-97
Expected Gain

Grade/Area		Number Tested	% Achieved Less Than One Year's Growth	% Achieved One Yr.'s Growth	% Achieved More Than One Year's Growth	1996 Mean	1997 Mean
4	Reading	71	32.4	39.4	28.2	70	69
	Lang. Arts	71	35.2	49.3	15.5	69	64
	Math	70	34.3	42.9	22.9	78	76
5	Reading	65	33.8	33.8	32.3	70	69
	Lang. Arts	65	12.3	41.5	46.2	63	68*
	Math	64	35.9	35.9	28.1	71	69
6	Reading	77	36.4	41.6	22.1	78	75
	Lang. Arts	77	24.7	42.9	32.5	73	75
	Math	77	11.7	51.9	36.4	77	81*

* – Indicates Significant Difference in Means at .05 Level

Table 159

RUSSIAN JACK ELEMENTARY PROFILE
SCHOOL CHARACTERISTICS

September 30, 1996 Membership	420
Percent of Capacity	114%
Special Education	94
Gifted	11
Bilingual	45

AVERAGE DAILY ATTENDANCE/ AVERAGE DAILY MEMBERSHIP

Average Daily Attendance	393.1
Average Daily Membership	419.0
Percentage of Daily Attendance	93.8%

CLASSROOM GROUPS

	20 & below	21 to 30	31 +
Primary	-	9	-
Intermediate	-	3	-
Combination	-	5	-

STAFFING	FTE
Principals/ Asst. Principals	1.0
Classroom Teachers	16.0
Librarians	1.0
Special Education Teachers	4.5
Music Teachers	.9
Art Teachers	.5
Phys. Ed. Teachers	1.0
Title I Specialists	2.0
Nurses	.6
Project Pride Advocates	3.0
Title I Teacher Assistant	1.3
Special Education Aides	.875
Title I Coordinators	1.0
Bilingual Tutors	1.0
Indian Ed. Tutor/Counselor	.5
Clerical Support Staff	1.625
Custodians	2.5

Budget *

1995-96 Expenditures	$1,582,055
1996-97 Budgeted Amount	$1,830,881
1997-98 Adopted Budget	$1,538,529

* Dollars budgeted or expended are general fund only.

Special Programs: Alaska School for the Deaf, Bilingual Ed., Full-Day Kindergarten, Indian Ed., Migrant Ed., Project Pride, Title I

RUSSIAN JACK ELEMENTARY PROFILE
SCHOOL CHARACTERISTICS

Student Population Mobility

Membership	New Enrollment	Withdrawals	Transfer Out	Transfer In	Total Mobility	Percent Mobility
420	59	41	49	37	186	44.3%

Ethnicity Report--October 1996

White	Black	American Native	Asian / Pac Islander	Hispanic	Total Minority	School Total
184	82	101	26	23	232	416
44.2%	19.7%	24.3%	6.3%	5.5%	55.8%	

Free/Reduced Price Lunch Information

Year	School Level	Number in Attendance Area	Number of Children from Low Income Families *	Percent of Children from Low Income Families *
1996-97	Elementary	420	269	64.0%

* Estimate of children from low income families is based on Free/Reduced Lunch Program.

Retention Report

Grade Repeated	1	2	3	4	5	6	Total
Number Not Promoted	0	0	0	0	0	0	0
Percent Not Promoted	0%	0%	0%	0%	0%	0%	0%

Stability Rates of Students

Data Type	American Native	Asian/ Pac. Islander	Black	Hispanic	White	Total
Number	126	30	94	27	229	506
% in One Sch.	65.87%	80.00%	70.21%	77.78%	70.31%	70.16%
% in Same Sch.	56.35%	56.67%	60.64%	51.85%	55.90%	56.72%

RUSSIAN JACK ELEMENTARY PROFILE
ACHIEVEMENT PROFILE

CAT Percentile Rank Scores
and Number Tested

SUBTEST		GRADE 3	4	5	6
Reading Vocabulary	%ile	41	44	35	43
	No.	45	49	52	47
Reading Comprehension	%ile	36	44	32	48
	No.	44	49	52	47
Total Reading	**%ile**	**38**	**44**	**34**	**45**
	No.	44	49	52	47
Language Mechanics	%ile	25	49	43	46
	No.	45	49	52	47
Language Expression	%ile	39	44	36	48
	No.	42	49	52	47
Total Language	**%ile**	**31**	**45**	**40**	**46**
	No.	42	49	52	47
Math Computation	%ile	39	53	18	24
	No.	45	49	52	47
Math Concepts and Applications	%ile	42	54	37	60
	No.	44	49	52	47
Total Mathematics	**%ile**	**40**	**53**	**25**	**37**
	No.	44	49	52	47
Total Battery	**%ile**	**36**	**46**	**31**	**42**
	No.	42	49	52	47
Word Analysis	%ile	29			
	No.	45			
Study Skills	%ile		58	37	43
	No.		49	52	47
Spelling	%ile	31	44	41	40
	No.	45	49	52	47
Science	%ile	46	53	31	40
	No.	45	49	51	47
Social Studies	%ile	43	45	42	46
	No.	43	49	51	46

Historical Performances
ITBS Percentile Rank Scores 1992-93 to 1994-95
CAT Percentile Rank Scores 1995-96 and 1996-97

Grade	Area	96-97	95-96	94-95	93-94	92-93
4	Total Reading	44	40	41	48	49
4	Total Language Arts	45	42	41	51	53
4	Total Mathematics	53	38	54	55	57
6	Total Reading	45	38	52	42	43
6	Total Language Arts	46	48	46	40	44
6	Total Mathematics	37	39	47	35	50

RUSSIAN JACK ELEMENTARY PROFILE
ACHIEVEMENT PROFILE

GOAL	LEVEL OF ACHIEVEMENT
Plan and implement new science program	Successful
Increase parent involvement	Successful
Promote life long enjoyment and appreciation of reading	Successful

Continuing Student Progress
Spring 1996-97
Expected Gain

Grade/Area		Number Tested	% Achieved Less Than One Year's Growth	% Achieved One Yr.'s Growth	% Achieved More Than One Year's Growth	1996 Mean	1997 Mean
4	Reading	38	34.2	42.1	23.7	49	48
	Lang. Arts	38	18.4	44.7	36.8	46	48
	Math	37	24.3	24.3	51.4	48	52
5	Reading	28	39.3	42.9	17.9	44	41
	Lang. Arts	29	41.4	27.6	31.0	44	45
	Math	29	58.6	27.6	13.8	45	35*
6	Reading	37	29.7	43.2	27.0	49	47
	Lang. Arts	37	48.6	35.1	16.2	53	47*
	Math	37	54.1	32.4	13.5	51	44*

* -- Indicates Significant Difference in Means at .05 Level

Table 160

SAND LAKE ELEMENTARY PROFILE
SCHOOL CHARACTERISTICS

September 30, 1996 Membership	**569**
Percent of Capacity	113%
Special Education	78
Gifted	41
Bilingual	38

AVERAGE DAILY ATTENDANCE/ AVERAGE DAILY MEMBERSHIP

Average Daily Attendance	547.4
Average Daily Membership	574.6
Percentage of Daily Attendance	95.3%

CLASSROOM GROUPS

	20 & below	21 to 30	31 +
Primary	1	11	-
Intermediate	1	4	-
Combination	-	6	-

STAFFING	**FTE**
Principals/ Asst. Principals	1.0
Classroom Teachers	21.5
Librarians	1.0
Special Education Teachers	3.5
Music Teachers	1.0
Art Teachers	.6
Phys. Ed. Teachers	1.1
Nurses	1.0
Special Education Aides	1.5
Bilingual Tutors	1.0
Clerical Support Staff	1.875
Custodians	2.5

Budget *

1995-96 Expenditures	$2,609,821
1996-97 Budgeted Amount	$1,626,967
1997-98 Adopted Budget	$1,811,320

* Dollars budgeted or expended are general fund only.

Special Programs: Bilingual Ed., Community School, Japanese Immersion, Migrant Ed.

SAND LAKE ELEMENTARY PROFILE
SCHOOL CHARACTERISTICS

Student Population Mobility

Membership	New Enrollment	Withdrawals	Transfer Out	Transfer In	Total Mobility	Percent Mobility
569	42	24	19	27	112	19.7%

Ethnicity Report--October 1996

White	Black	American Native	Asian / Pac Islander	Hispanic	Total Minority	School Total
435	19	52	53	14	138	573
75.9%	3.3%	9.1%	9.3%	2.4%	24.1%	

Free/Reduced Price Lunch Information

Year	School Level	Number in Attendance Area	Number of Children from Low Income Families *	Percent of Children from Low Income Families *
1996-97	Elementary	569	71	12.5%

* Estimate of children from low income families is based on Free/Reduced Lunch Program.

Retention Report

Grade Repeated	1	2	3	4	5	6	Total
Number Not Promoted	0	0	0	0	0	0	0
Percent Not Promoted	0%	0%	0%	0%	0%	0%	0%

Stability Rates of Students

Data Type	American Native	Asian/ Pac. Islander	Black	Hispanic	White	Total
Number	63	59	22	16	459	619
% in One Sch.	80.95%	81.36%	81.82%	81.25%	90.20%	87.88%
% in Same Sch.	55.56%	71.19%	63.64%	56.25%	70.81%	68.66%

SAND LAKE ELEMENTARY PROFILE
ACHIEVEMENT PROFILE

CAT Percentile Rank Scores and Number Tested

SUBTEST		GRADE			
		3	4	5	6
Reading Vocabulary	%ile	66	75	57	70
	No.	79	83	85	87
Reading Comprehension	%ile	71	66	58	76
	No.	79	83	85	87
Total Reading	**%ile**	**70**	**72**	**60**	**75**
	No.	79	83	85	87
Language Mechanics	%ile	68	65	70	81
	No.	79	83	85	87
Language Expression	%ile	73	70	58	74
	No.	79	83	85	87
Total Language	**%ile**	**72**	**70**	**65**	**80**
	No.	79	83	85	87
Math Computation	%ile	83	86	62	79
	No.	79	83	85	87
Math Concepts and Applications	%ile	72	81	70	84
	No.	79	83	85	87
Total Mathematics	**%ile**	**80**	**86**	**68**	**83**
	No.	79	83	85	87
Total Battery	**%ile**	**76**	**78**	**66**	**81**
	No.	79	83	85	87
Word Analysis	%ile	63			
	No.	79			
Study Skills	%ile		72	60	71
	No.		83	85	87
Spelling	%ile	57	59	43	59
	No.	79	83	85	87
Science	%ile	64	71	59	65
	No.	79	83	85	87
Social Studies	%ile	71	72	62	68
	No.	79	83	85	87

Historical Performances
ITBS Percentile Rank Scores 1992-93 to 1994-95
CAT Percentile Rank Scores 1995-96 and 1996-97

Grade	Area	96-97	95-96	94-95	93-94	92-93
4	Total Reading	72	71	68	57	60
4	Total Language Arts	70	66	69	56	55
4	Total Mathematics	86	80	80	70	69
6	Total Reading	75	59	56	61	60
6	Total Language Arts	80	64	46	50	53
6	Total Mathematics	83	70	62	68	70

SAND LAKE ELEMENTARY PROFILE
ACHIEVEMENT PROFILE

GOAL	LEVEL OF ACHIEVEMENT
Plan and implement activities in Citizenship, Health, Environment, and Celebrations	Successful
Apply mathematical strategies and problem solving to real life	Successful
Demonstrate improvement in overall writing skills	Successful
Correlate discipline plan to effective school practices	Successful

Continuing Student Progress
Spring 1996-97
Expected Gain

Grade/Area		Number Tested	% Achieved Less Than One Year's Growth	% Achieved One Yr.'s Growth	% Achieved More Than One Year's Growth	1996 Mean	1997 Mean
4	Reading	70	40.0	30.0	30.0	67	64
	Lang. Arts	70	20.0	38.6	41.4	59	62*
	Math	70	14.3	25.7	60.0	64	75*
5	Reading	68	44.1	30.9	25.0	63	59
	Lang. Arts	68	27.9	41.2	30.9	61	62*
	Math	68	44.1	35.2	20.6	70	65
6	Reading	80	32.5	33.8	33.8	64	65
	Lang. Arts	79	19.0	45.6	35.4	65	69*
	Math	78	21.8	32.1	46.2	68	72*

* -- Indicates Significant Difference in Means at .05 Level

Table 161

SCENIC PARK ELEMENTARY PROFILE
SCHOOL CHARACTERISTICS

September 30, 1996 Membership	**577**
Percent of Capacity	114%
Special Education	84
Gifted	26
Bilingual	45

AVERAGE DAILY ATTENDANCE/ AVERAGE DAILY MEMBERSHIP

Average Daily Attendance	554.0
Average Daily Membership	583.3
Percentage of Daily Attendance	95.0%

CLASSROOM GROUPS

	20 & below	21 to 30	31 +
Primary	-	9	-
Intermediate	-	10	-
Combination	-	2	-
Team/Combination	-	1	-

STAFFING	**FTE**
Principals/ Asst. Principals	1.0
Classroom Teachers	20.5
Librarians	1.0
Special Education Teachers	3.7
Music Teachers	1.0
Art Teachers	.6
Phys. Ed. Teachers	1.1
Nurses	1.0
Special Education Aides	2.125
Bilingual Tutors	1.0
Clerical Support Staff	1.875
Custodians	2.5

Budget *

1995-96 Expenditures	$2,031,989
1996-97 Budgeted Amount	$1,903,931
1997-98 Adopted Budget	$1,753,108

* Dollars budgeted or expended are general fund only.

Special Programs: Bilingual Ed., Migrant Ed.

SCENIC PARK ELEMENTARY PROFILE
SCHOOL CHARACTERISTICS

Student Population Mobility

Membership	New Enrollment	Withdrawals	Transfer Out	Transfer In	Total Mobility	Percent Mobility
577	58	34	54	50	196	34.0%

Ethnicity Report--October 1996

White	Black	American Native	Asian / Pac Islander	Hispanic	Total Minority	School Total
380	91	64	24	21	200	580
65.5%	15.7%	11.0%	4.1%	3.6%	34.5%	

Free/Reduced Price Lunch Information

Year	School Level	Number in Attendance Area	Number of Children from Low Income Families *	Percent of Children from Low Income Families *
1996-97	Elementary	577	97	16.8%

* Estimate of children from low income families is based on Free/Reduced Lunch Program.

Retention Report

Grade Repeated	1	2	3	4	5	6	Total
Number Not Promoted	0	0	1	0	0	0	1
Percent Not Promoted	0%	0%	0.2%	0%	0%	0%	0.1%

Stability Rates of Students

Data Type	American Native	Asian/ Pac. Islander	Black	Hispanic	White	Total
Number	77	29	102	28	431	667
% in One Sch.	68.83%	79.31%	68.63%	71.43%	79.81%	76.46%
% in Same Sch.	49.35%	62.07%	60.78%	60.71%	64.50%	61.92%

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SCENIC PARK ELEMENTARY PROFILE
ACHIEVEMENT PROFILE

CAT Percentile Rank Scores and Number Tested

SUBTEST		GRADE			
		3	4	5	6
Reading Vocabulary	%ile	58	73	63	50
	No.	86	73	83	97
Reading Comprehension	%ile	61	62	64	64
	No.	85	75	82	97
Total Reading	**%ile**	**61**	**69**	**66**	**59**
	No.	85	73	82	97
Language Mechanics	%ile	47	73	76	68
	No.	86	74	83	97
Language Expression	%ile	62	62	63	61
	No.	86	73	83	96
Total Language	**%ile**	**56**	**69**	**71**	**65**
	No.	86	73	83	96
Math Computation	%ile	65	68	64	73
	No.	86	75	83	97
Math Concepts and Applications	%ile	60	70	63	71
	No.	86	75	83	97
Total Mathematics	**%ile**	**64**	**71**	**65**	**72**
	No.	86	75	83	97
Total Battery	**%ile**	**61**	**72**	**70**	**66**
	No.	85	71	82	96
Word Analysis	%ile	54			
	No.	86			
Study Skills	%ile		73	59	69
	No.		74	83	97
Spelling	%ile	46	64	56	46
	No.	86	74	83	97
Science	%ile	58	67	48	56
	No.	86	74	83	96
Social Studies	%ile	51	62	64	61
	No.	86	73	83	96

Historical Performances
ITBS Percentile Rank Scores 1992-93 to 1994-95
CAT Percentile Rank Scores 1995-96 and 1996-97

Grade	Area	96-97	95-96	94-95	93-94	92-93
4	Total Reading	69	70	54	53	61
4	Total Language Arts	69	62	51	63	66
4	Total Mathematics	71	65	58	61	72
6	Total Reading	59	67	69	67	63
6	Total Language Arts	65	75	75	62	64
6	Total Mathematics	72	76	79	68	57

SCENIC PARK ELEMENTARY PROFILE
ACHIEVEMENT PROFILE

GOAL	LEVEL OF ACHIEVEMENT
Improve and support reading at each grade level	Successful
Increase the knowledge and use of technology	Successful
Promote positive school climate for the students	Successful

Continuing Student Progress
Spring 1996-97
Expected Gain

Grade/Area		Number Tested	% Achieved Less Than One Year's Growth	% Achieved One Yr.'s Growth	% Achieved More Than One Year's Growth	1996 Mean	1997 Mean
4	Reading	57	29.8	38.6	31.6	60	60
	Lang. Arts	57	19.3	28.1	52.6	55	61*
	Math	59	40.7	32.2	27.1	64	61
5	Reading	58	34.5	37.9	27.6	61	61
	Lang. Arts	58	10.3	27.6	62.1	55	66*
	Math	58	20.7	27.6	51.7	58	62
6	Reading	83	26.5	44.6	28.9	55	56
	Lang. Arts	82	25.6	36.6	37.8	57	59
	Math	83	18.1	39.8	42.2	60	64*

* – Indicates Significant Difference in Means at .05 Level

Table 162

SPRING HILL ELEMENTARY PROFILE
SCHOOL CHARACTERISTICS

September 30, 1996 Membership	**593**
Percent of Capacity	123%
Special Education	114
Gifted	11
Bilingual	63

AVERAGE DAILY ATTENDANCE/ AVERAGE DAILY MEMBERSHIP

Average Daily Attendance	555.2
Average Daily Membership	584.9
Percentage of Daily Attendance	95.0%

CLASSROOM GROUPS

	20 & below	21 to 30	31 +
Primary	3	12	-
Intermediate	-	8	1
Combination	-	-	-

STAFFING	**FTE**
Principals/ Asst. Principals	1.0
Classroom Teachers	22.0
Librarians	1.0
Special Education Teachers	5.0
Music Teachers	1.0
Art Teachers	.6
Phys. Ed. Teachers	1.0
Nurses	.95
Special Education Aides	4.0
Bilingual Tutors	2.0
Clerical Support Staff	1.875
Custodians	2.5

Budget *

1995-96 Expenditures	$2,253,747
1996-97 Budgeted Amount	$1,836,826
1997-98 Adopted Budget	$1,913,152

* Dollars budgeted or expended are general fund only.

Special Programs: Bilingual Ed., Migrant Ed.

SPRING HILL ELEMENTARY PROFILE
SCHOOL CHARACTERISTICS

Student Population Mobility

Membership	New Enrollment	Withdrawals	Transfer Out	Transfer In	Total Mobility	Percent Mobility
593	49	51	35	31	166	28.0%

Ethnicity Report--October 1996

White	Black	American Native	Asian / Pac Islander	Hispanic	Total Minority	School Total
407	35	84	41	27	187	594
68.5%	5.9%	14.1%	6.9%	4.6%	31.5%	

Free/Reduced Price Lunch Information

Year	School Level	Number in Attendance Area	Number of Children from Low Income Families *	Percent of Children from Low Income Families *
1996-97	Elementary	593	127	21.4%

* Estimate of children from low income families is based on Free/Reduced Lunch Program.

Retention Report

Grade Repeated	1	2	3	4	5	6	Total
Number Not Promoted	2	1	1	0	0	0	4
Percent Not Promoted	2.0%	1.0%	1.0%	0%	0%	0%	0.7%

Stability Rates of Students

Data Type	American Native	Asian/ Pac. Islander	Black	Hispanic	White	Total
Number	95	48	43	32	437	655
% in One Sch.	71.58%	81.25%	69.77%	75.00%	81.92%	79.24%
% in Same Sch.	30.53%	47.92%	58.14%	31.25%	51.03%	47.33%

SPRING HILL ELEMENTARY PROFILE
ACHIEVEMENT PROFILE

CAT Percentile Rank Scores and Number Tested

SUBTEST		GRADE			
		3	4	5	6
Reading Vocabulary	%ile	66	58	54	45
	No.	69	78	66	86
Reading Comprehension	%ile	74	64	60	56
	No.	69	78	66	86
Total Reading	**%ile**	**73**	**62**	**58**	**51**
	No.	69	78	66	86
Language Mechanics	%ile	55	64	63	68
	No.	68	78	66	86
Language Expression	%ile	67	60	53	60
	No.	68	78	66	86
Total Language	**%ile**	**62**	**62**	**58**	**65**
	No.	68	78	66	86
Math Computation	%ile	72	65	42	64
	No.	69	78	66	86
Math Concepts and Applications	%ile	68	71	62	60
	No.	69	78	66	86
Total Mathematics	**%ile**	**71**	**69**	**53**	**63**
	No.	69	78	66	86
Total Battery	**%ile**	**70**	**64**	**58**	**60**
	No.	68	78	66	86
Word Analysis	%ile	64			
	No.	69			
Study Skills	%ile		72	57	59
	No.		78	66	86
Spelling	%ile	56	65	45	51
	No.	68	78	66	86
Science	%ile	67	68	51	52
	No.	69	78	66	86
Social Studies	%ile	64	62	69	58
	No.	69	78	66	86

Historical Performances
ITBS Percentile Rank Scores 1992-93 to 1994-95
CAT Percentile Rank Scores 1995-96 and 1996-97

Grade	Area	96-97	95-96	94-95	93-94	92-93
4	Total Reading	62	64	46	56	52
4	Total Language Arts	62	57	40	54	54
4	Total Mathematics	69	69	48	58	60
6	Total Reading	51	65	57	59	55
6	Total Language Arts	65	64	55	58	50
6	Total Mathematics	63	72	63	66	52

SPRING HILL ELEMENTARY PROFILE
ACHIEVEMENT PROFILE

GOAL	LEVEL OF ACHIEVEMENT
Discuss, review, select, and adopt a new math program	Successful
Demonstrate improvement in written expression	Successful
Establish School-Business partnerships with area businesses	Successful

Continuing Student Progress
Spring 1996-97
Expected Gain

Grade/Area		Number Tested	% Achieved Less Than One Year's Growth	% Achieved One Yr.'s Growth	% Achieved More Than One Year's Growth	1996 Mean	1997 Mean
4	Reading	49	32.7	40.8	26.5	58	59
	Lang. Arts	49	22.4	34.7	42.9	54	60*
	Math	49	16.3	34.7	49.0	58	66*
5	Reading	37	40.5	37.8	21.6	58	55
	Lang. Arts	37	27.0	40.5	32.4	53	56
	Math	37	40.5	40.5	18.9	60	57
6	Reading	58	34.5	37.9	27.6	55	53
	Lang. Arts	58	25.9	20.7	53.4	52	58*
	Math	58	13.8	24.1	62.1	49	58*

* – Indicates Significant Difference in Means at .05 Level

Table 163

SUSITNA ELEMENTARY PROFILE
SCHOOL CHARACTERISTICS

September 30, 1996 Membership	**674**
Percent of Capacity	128%
Special Education	107
Gifted	42
Bilingual	38

AVERAGE DAILY ATTENDANCE/ AVERAGE DAILY MEMBERSHIP

Average Daily Attendance	633.4
Average Daily Membership	670.7
Percentage of Daily Attendance	94.4%

CLASSROOM GROUPS

	20 & below	21 to 30	31 +
Primary	1	7	-
Intermediate	-	6	1
Combination	-	11	-

STAFFING	**FTE**
Principals/ Asst. Principals	1.0
Classroom Teachers	24.0
Librarians	1.0
Special Education Teachers	5.0
Music Teachers	1.2
Art Teachers	.6
Phys. Ed. Teachers	1.2
Nurses	1.0
Special Education Aides	1.25
Bilingual Tutors	1.0
Indian Ed. Tutor/Counselor	.5
Clerical Support Staff	2.0
Custodians	3.0

Budget *

1995-96 Expenditures	$2,011,776
1996-97 Budgeted Amount	$2,009,010
1997-98 Adopted Budget	$2,221,245

* Dollars budgeted or expended are general fund only.

Special Programs: Bilingual Ed., Indian Ed., Migrant Ed., Open Optional

SUSITNA ELEMENTARY PROFILE
SCHOOL CHARACTERISTICS

Student Population Mobility

Membership	New Enrollment	Withdrawals	Transfer Out	Transfer In	Total Mobility	Percent Mobility
674	84	62	47	56	249	36.9%

Ethnicity Report--October 1996

White	Black	American Native	Asian / Pac Islander	Hispanic	Total Minority	School Total
467	61	107	25	14	207	674
69.3%	9.1%	15.9%	3.7%	2.1%	30.7%	

Free/Reduced Price Lunch Information

Year	School Level	Number in Attendance Area	Number of Children from Low Income Families *	Percent of Children from Low Income Families *
1996-97	Elementary	674	159	23.6%

* Estimate of children from low income families is based on Free/Reduced Lunch Program.

Retention Report

Grade Repeated	1	2	3	4	5	6	Total
Number Not Promoted	0	3	0	1	0	0	4
Percent Not Promoted	0%	2.8%	0%	1.2%	0%	0%	0.6%

Stability Rates of Students

Data Type	American Native	Asian/ Pac. Islander	Black	Hispanic	White	Total
Number	131	27	72	16	514	760
% in One Sch.	67.18%	85.19%	75.00%	68.75%	81.13%	78.03%
% in Same Sch.	48.85%	70.37%	58.33%	31.25%	61.28%	58.55%

SUSITNA ELEMENTARY PROFILE
ACHIEVEMENT PROFILE

CAT Percentile Rank Scores and Number Tested

SUBTEST		GRADE			
		3	4	5	6
Reading Vocabulary	%ile	44	57	63	54
	No.	97	85	98	84
Reading Comprehension	%ile	48	51	60	66
	No.	97	85	98	84
Total Reading	**%ile**	**46**	**55**	**63**	**62**
	No.	97	85	98	84
Language Mechanics	%ile	30	45	75	64
	No.	97	86	99	83
Language Expression	%ile	45	52	65	61
	No.	97	86	99	83
Total Language	**%ile**	**36**	**48**	**72**	**62**
	No.	97	86	99	83
Math Computation	%ile	36	42	61	64
	No.	97	85	99	82
Math Concepts and Applications	%ile	47	54	72	70
	No.	97	86	96	82
Total Mathematics	**%ile**	**41**	**49**	**69**	**68**
	No.	97	85	96	82
Total Battery	**%ile**	**40**	**50**	**71**	**65**
	No.	97	85	95	82
Word Analysis	%ile	34			
	No.	97			
Study Skills	%ile		55	65	64
	No.		86	97	84
Spelling	%ile	33	52	54	42
	No.	97	86	99	83
Science	%ile	45	50	51	56
	No.	97	86	98	84
Social Studies	%ile	45	47	68	57
	No.	97	86	97	84

Historical Performances
ITBS Percentile Rank Scores 1992-93 to 1994-95
CAT Percentile Rank Scores 1995-96 and 1996-97

Grade	Area	96-97	95-96	94-95	93-94	92-93
4	Total Reading	55	60	55	51	62
4	Total Language Arts	48	56	53	45	54
4	Total Mathematics	49	48	58	49	61
6	Total Reading	62	69	63	66	51
6	Total Language Arts	62	73	69	65	60
6	Total Mathematics	68	66	66	66	57

SUSITNA ELEMENTARY PROFILE
ACHIEVEMENT PROFILE

GOAL	LEVEL OF ACHIEVEMENT
Improve skills for reading content or subject area materials in grades 3-6	Unsuccessful
Develop and/or adopt a technology curriculum plan	Successful
Demonstrate ability to create age-appropriate document using a word processing program	Successful
Develop and improve their interpersonal, social, problem solving and communication skills	Successful
Undertake three of five phases of a voluntary self-study process leading to school accreditation	Partially Successful

Continuing Student Progress
Spring 1996-97
Expected Gain

Grade/Area		Number Tested	% Achieved Less Than One Year's Growth	% Achieved One Yr.'s Growth	% Achieved More Than One Year's Growth	1996 Mean	1997 Mean
4	Reading	64	40.6	34.4	25.0	58	54
	Lang. Arts	64	25.0	26.6	48.4	45	50*
	Math	64	34.4	31.3	34.4	53	52
5	Reading	69	24.6	40.6	34.8	58	58
	Lang. Arts	71	16.9	36.6	46.5	56	63*
	Math	70	10.0	25.7	64.3	51	62*
6	Reading	64	32.8	39.1	28.1	57	57
	Lang. Arts	63	28.6	44.4	27.0	58	58
	Math	65	6.2	26.2	67.7	48	63*

* – Indicates Significant Difference in Means at .05 Level

Table 164

TAKU ELEMENTARY PROFILE
SCHOOL CHARACTERISTICS

September 30, 1996 Membership	**457**
Percent of Capacity	136%
Special Education	98
Gifted	7
Bilingual	50

AVERAGE DAILY ATTENDANCE/ AVERAGE DAILY MEMBERSHIP

Average Daily Attendance	422.8
Average Daily Membership	453.1
Percentage of Daily Attendance	93.3%

CLASSROOM GROUPS

	20 & below	21 to 30	31 +
Primary	5	7	-
Intermediate	-	2	2
Combination	-	3	-

STAFFING	**FTE**
Principals/ Asst. Principals	1.0
Classroom Teachers	16.5
Librarians	1.0
Special Education Teachers	4.5
Music Teachers	.8
Art Teachers	.4
Phys. Ed. Teachers	.8
Nurses	.7
Special Education Aides	1.25
Bilingual Tutors	2.0
Clerical Support Staff	1.625
Custodians	2.5

Budget *

1995-96 Expenditures	$1,454,828
1996-97 Budgeted Amount	$1,497,851
1997-98 Adopted Budget	$1,557,436

* Dollars budgeted or expended are general fund only.

Special Programs: Bilingual Ed., Slingerland (gr. 1 through 6), Under Achieving School Grant

TAKU ELEMENTARY PROFILE
SCHOOL CHARACTERISTICS

Student Population Mobility

Membership	New Enrollment	Withdrawals	Transfer Out	Transfer In	Total Mobility	Percent Mobility
457	71	39	70	56	236	51.6%

Ethnicity Report--October 1996

White	Black	American Native	Asian / Pac Islander	Hispanic	Total Minority	School Total
275	45	79	25	27	176	451
61.0%	10.0%	17.5%	5.5%	6.0%	39.0%	

Free/Reduced Price Lunch Information

Year	School Level	Number in Attendance Area	Number of Children from Low Income Families *	Percent of Children from Low Income Families *
1996-97	Elementary	457	206	45.1%

* Estimate of children from low income families is based on Free/Reduced Lunch Program.

Retention Report

Grade Repeated	1	2	3	4	5	6	Total
Number Not Promoted	0	0	0	0	0	0	0
Percent Not Promoted	0%	0%	0%	0%	0%	0%	0%

Stability Rates of Students

Data Type	American Native	Asian/ Pac. Islander	Black	Hispanic	White	Total
Number	104	36	54	33	334	561
% in One Sch.	55.77%	66.67%	68.52%	51.52%	70.66%	66.31%
% in Same Sch.	36.54%	38.89%	44.44%	39.39%	52.40%	47.06%

TAKU ELEMENTARY PROFILE
ACHIEVEMENT PROFILE

CAT Percentile Rank Scores
and Number Tested

SUBTEST		GRADE			
		3	4	5	6
Reading Vocabulary	%ile	71	53	57	28
	No.	68	51	49	37
Reading Comprehension	%ile	57	47	52	41
	No.	68	51	49	37
Total Reading	**%ile**	**65**	**50**	**56**	**33**
	No.	68	51	49	37
Language Mechanics	%ile	53	42	66	58
	No.	68	51	49	37
Language Expression	%ile	63	45	61	47
	No.	69	51	49	37
Total Language	**%ile**	**60**	**42**	**62**	**51**
	No.	68	51	49	37
Math Computation	%ile	57	54	61	66
	No.	71	52	49	38
Math Concepts and Applications	%ile	73	57	60	49
	No.	71	52	49	37
Total Mathematics	**%ile**	**69**	**56**	**63**	**56**
	No.	71	52	49	37
Total Battery	**%ile**	**65**	**49**	**63**	**45**
	No.	68	51	49	37
Word Analysis	%ile	60			
	No.	68			
Study Skills	%ile		57	55	44
	No.		51	49	37
Spelling	%ile	51	41	54	29
	No.	69	51	49	37
Science	%ile	73	54	49	35
	No.	71	51	49	37
Social Studies	%ile	67	47	57	42
	No.	69	51	49	37

Historical Performances
ITBS Percentile Rank Scores 1992-93 to 1994-95
CAT Percentile Rank Scores 1995-96 and 1996-97

Grade	Area	96-97	95-96	94-95	93-94	92-93
4	Total Reading	50	35	28	41	39
4	Total Language Arts	42	27	24	43	37
4	Total Mathematics	56	35	28	49	45
6	Total Reading	33	55	37	44	44
6	Total Language Arts	51	67	35	46	38
6	Total Mathematics	56	65	38	51	46

TAKU ELEMENTARY PROFILE
ACHIEVEMENT PROFILE

GOAL	LEVEL OF ACHIEVEMENT
Implement Project Achieve training received by staff	Partially Successful
Improve mastery of computation facts in addition, subtraction, multiplication, and division	Partially Successful
Improve skills of comprehension in reading and increase vocabulary skills and usage	Partially Successful

Continuing Student Progress
Spring 1996-97
Expected Gain

Grade/Area		Number Tested	% Achieved Less Than One Year's Growth	% Achieved One Yr.'s Growth	% Achieved More Than One Year's Growth	1996 Mean	1997 Mean
4	Reading	31	35.5	25.8	38.7	55	53
	Lang. Arts	31	22.6	32.3	45.2	46	46
	Math	32	34.4	31.3	34.4	53	55
5	Reading	29	17.2	34.5	48.3	42	54*
	Lang. Arts	28	7.1	21.4	71.4	41	59*
	Math	28	3.6	21.4	75.0	44	57*
6	Reading	23	73.9	21.7	4.3	68	45*
	Lang. Arts	20	40.0	35.0	25.0	64	55
	Math	21	33.3	42.9	23.8	61	58

* -- Indicates Significant Difference in Means at .05 Level

Table 165

TUDOR ELEMENTARY PROFILE
SCHOOL PROFILE

September 30, 1996 Membership	**591**
Percent of Capacity	114%
Special Education	93
Gifted	10
Bilingual	61

AVERAGE DAILY ATTENDANCE/ AVERAGE DAILY MEMBERSHIP

Average Daily Attendance	548.1
Average Daily Membership	584.4
Percentage of Daily Attendance	94.0

CLASSROOM GROUPS

	20 & below	21 to 30	31 +
Primary	4	11	-
Intermediate	-	9	-
Combination	-	-	-

STAFFING	**FTE**
Principals/ Asst. Principals	1.0
Classroom Teachers	22.0
Librarians	1.0
Special Education Teachers	4.0
Music Teachers	1.2
Art Teachers	.6
Phys. Ed. Teachers	1.3
Nurses	1.0
Special Education Aides	5.25
Bilingual Tutors	1.5
Clerical Support Staff	1.875
Custodians	2.5
Speech	1.0

Budget *

1995-96 Expenditures	$2,113,751
1996-97 Budgeted Amount	$2,016,727
1997-98 Adopted Budget	$1,869,613

* Dollars budgeted or expended are general fund only.

Special Programs: Bilingual Ed., Community School, Migrant Ed., Slingerland (gr. 1 through 4), Special Ed. Intensive Service Site, Speech

TUDOR ELEMENTARY PROFILE
SCHOOL PROFILE

Student Population Mobility

Membership	New Enrollment	Withdrawals	Transfer Out	Transfer In	Total Mobility	Percent Mobility
591	64	44	65	60	233	39.4%

Ethnicity Report--October 1996

White	Black	American Native	Asian / Pac Islander	Hispanic	Total Minority	School Total
368	59	78	50	34	221	589
62.5%	10.0%	13.2%	8.5%	5.8%	37.5%	

Free/Reduced Price Lunch Information

Year	School Level	Number in Attendance Area	Number of Children from Low Income Families *	Percent of Children from Low Income Families *
1996-97	Elementary	591	206	34.9%

* Estimate of children from low income families is based on Free/Reduced Lunch Program.

Retention Report

Grade Repeated	1	2	3	4	5	6	Total
Number Not Promoted	1	0	0	1	0	0	2
Percent Not Promoted	1.0%	0%	0%	1.3%	0%	0%	0.4%

Stability Rates of Students

Data Type	American Native	Asian/ Pac. Islander	Black	Hispanic	White	Total
Number	108	59	74	38	401	680
% in One Sch.	60.19%	79.66%	68.92%	68.42%	81.05%	75.59%
% in Same Sch.	31.48%	42.37%	45.95%	36.84%	57.86%	49.85%

TUDOR ELEMENTARY PROFILE
ACHIEVEMENT PROFILE

CAT Percentile Rank Scores and Number Tested

SUBTEST		GRADE			
		3	4	5	6
Reading Vocabulary	%ile	48	60	57	41
	No.	77	74	81	69
Reading Comprehension	%ile	47	57	63	54
	No.	80	74	82	69
Total Reading	**%ile**	**48**	**59**	**63**	**48**
	No.	77	74	81	69
Language Mechanics	%ile	36	64	58	54
	No.	79	74	82	69
Language Expression	%ile	47	59	63	52
	No.	77	74	82	69
Total Language	**%ile**	**42**	**63**	**62**	**53**
	No.	77	74	82	69
Math Computation	%ile	46	69	48	42
	No.	79	75	82	69
Math Concepts and Applications	%ile	45	68	65	55
	No.	79	75	82	69
Total Mathematics	**%ile**	**45**	**70**	**59**	**48**
	No.	79	75	82	69
Total Battery	**%ile**	**44**	**64**	**63**	**49**
	No.	75	74	81	69
Word Analysis	%ile	51			
	No.	75			
Study Skills	%ile		64	60	54
	No.		74	82	69
Spelling	%ile	43	62	49	44
	No.	79	74	82	69
Science	%ile	48	57	55	50
	No.	77	74	82	69
Social Studies	%ile	50	57	67	50
	No.	77	74	82	69

Historical Performances
ITBS Percentile Rank Scores 1992-93 to 1994-95
CAT Percentile Rank Scores 1995-96 and 1996-97

Grade	Area	96-97	95-96	94-95	93-94	92-93
4	Total Reading	59	62	46	42	42
4	Total Language Arts	63	49	50	51	44
4	Total Mathematics	70	54	61	54	55
6	Total Reading	48	51	44	53	56
6	Total Language Arts	53	53	46	51	49
6	Total Mathematics	48	60	49	56	50

TUDOR ELEMENTARY PROFILE
ACHIEVEMENT PROFILE

GOAL	LEVEL OF ACHIEVEMENT
Improve math computation and problem solving skills across grade levels	Successful
Increase participation and effectiveness of Recreational Reading Program	Successful
Prepare students and staff to enter information age through technology	Successful
Create a healthier school environment	Partially Successful
Build a variety of in/out of school activities	Successful

Continuing Student Progress
Spring 1996-97
Expected Gain

Grade/Area		Number Tested	% Achieved Less Than One Year's Growth	% Achieved One Yr.'s Growth	% Achieved More Than One Year's Growth	1996 Mean	1997 Mean
4	Reading	46	28.3	37.0	34.8	51	55
	Lang. Arts	49	10.2	12.2	77.6	42	58*
	Math	48	18.8	20.8	60.4	53	60*
5	Reading	51	33.3	41.2	25.5	60	60
	Lang. Arts	51	11.8	43.1	45.1	53	60*
	Math	51	19.6	43.1	37.3	55	58
6	Reading	45	22.2	46.7	31.1	47	50
	Lang. Arts	45	26.7	37.8	35.6	52	53
	Math	45	24.4	35.6	40.0	48	50

* -- Indicates Significant Difference in Means at .05 Level

Table 166

TURNAGAIN ELEMENTARY PROFILE
SCHOOL CHARACTERISTICS

September 30, 1996 Membership	**432**
Percent of Capacity	90%
Special Education	59
Gifted	22
Bilingual	50

AVERAGE DAILY ATTENDANCE/ AVERAGE DAILY MEMBERSHIP

Average Daily Attendance	411.5
Average Daily Membership	435.4
Percentage of Daily Attendance	94.5%

CLASSROOM GROUPS

	20 & below	21 to 30	31 +
Primary	3	4	-
Intermediate	-	6	-
Combination	-	4	-

STAFFING	**FTE**
Principals/ Asst. Principals	1.0
Classroom Teachers	17.0
Librarians	1.0
Special Education Teachers	5.7
Music Teachers	.8
Art Teachers	.5
Phys. Ed. Teachers	.8
Bilingual Teachers	.5
Nurses	1.0
Health Attendant	.6875
Special Education Aides	3.0
Bilingual Tutors	1.0
Indian Ed. Tutor/Counselor	.5
Clerical Support Staff	1.625
Custodians	2.5

Budget *

1995-96 Expenditures	$2,142,314
1996-97 Budgeted Amount	$1,539,902
1997-98 Adopted Budget	$1,416,644

* Dollars budgeted or expended are general fund only.

Special Programs: Bilingual Ed., Community School, Indian Ed., Migrant Ed.

TURNAGAIN ELEMENTARY PROFILE
SCHOOL CHARACTERISTICS

Student Population Mobility

Membership	New Enrollment	Withdrawals	Transfer Out	Transfer In	Total Mobility	Percent Mobility
432	46	42	47	33	168	38.9%

Ethnicity Report--October 1996

White	Black	American Native	Asian / Pac Islander	Hispanic	Total Minority	School Total
287	12	62	57	14	145	432
66.4%	2.8%	14.4%	13.2%	3.2%	33.6%	

Free/Reduced Price Lunch Information

Year	School Level	Number in Attendance Area	Number of Children from Low Income Families *	Percent of Children from Low Income Families *
1996-97	Elementary	432	118	27.3%

* Estimate of children from low income families is based on Free/Reduced Lunch Program.

Retention Report

Grade Repeated	1	2	3	4	5	6	Total
Number Not Promoted	1	2	5	0	1	0	9
Percent Not Promoted	1.7%	4.2%	6.8%	0%	1.6%	0%	2.4%

Stability Rates of Students

Data Type	American Native	Asian/ Pac. Islander	Black	Hispanic	White	Total
Number	74	63	18	22	333	510
% in One Sch.	62.16%	74.60%	66.67%	50.00%	78.68%	74.12%
% in Same Sch.	29.73%	58.73%	27.78%	36.36%	59.76%	53.14%

TURNAGAIN ELEMENTARY PROFILE
ACHIEVEMENT PROFILE

CAT Percentile Rank Scores and Number Tested

SUBTEST		GRADE			
		3	4	5	6
Reading Vocabulary	%ile	72	77	49	60
	No.	64	58	60	70
Reading Comprehension	%ile	78	73	56	68
	No.	64	58	60	70
Total Reading	**%ile**	**77**	**76**	**54**	**66**
	No.	64	58	60	70
Language Mechanics	%ile	66	70	70	78
	No.	64	58	60	70
Language Expression	%ile	75	72	62	70
	No.	64	58	60	70
Total Language	**%ile**	**73**	**74**	**67**	**75**
	No.	64	58	60	70
Math Computation	%ile	79	88	64	80
	No.	65	58	60	70
Math Concepts and Applications	%ile	80	81	74	78
	No.	64	58	60	70
Total Mathematics	**%ile**	**83**	**87**	**72**	**80**
	No.	64	58	60	70
Total Battery	**%ile**	**80**	**81**	**66**	**77**
	No.	63	58	60	68
Word Analysis	%ile	60			
	No.	64			
Study Skills	%ile		76	60	69
	No.		58	60	71
Spelling	%ile	59	66	55	56
	No.	64	58	60	71
Science	%ile	71	69	52	73
	No.	64	58	60	70
Social Studies	%ile	77	67	64	70
	No.	64	58	60	70

Historical Performances
ITBS Percentile Rank Scores 1992-93 to 1994-95
CAT Percentile Rank Scores 1995-96 and 1996-97

Grade	Area	96-97	95-96	94-95	93-94	92-93
4	Total Reading	76	71	57	55	56
4	Total Language Arts	74	65	67	56	57
4	Total Mathematics	87	72	67	63	62
6	Total Reading	66	61	63	63	69
6	Total Language Arts	75	66	62	55	58
6	Total Mathematics	80	73	67	65	71

TURNAGAIN ELEMENTARY PROFILE
ACHIEVEMENT PROFILE

GOAL	LEVEL OF ACHIEVEMENT
Provide an opportunity to enhance social awareness and behaviors	Successful
Experience math problem-solving opportunities	Successful
Provide more opportunity to read during the school day	Successful

Continuing Student Progress
Spring 1996-97
Expected Gain

Grade/Area		Number Tested	% Achieved Less Than One Year's Growth	% Achieved One Yr.'s Growth	% Achieved More Than One Year's Growth	1996 Mean	1997 Mean
4	Reading	42	19.0	45.2	35.7	67	69
	Lang. Arts	42	21.4	28.6	50.0	61	68*
	Math	42	19.0	26.2	54.8	69	78*
5	Reading	43	41.9	39.5	18.6	63	58*
	Lang. Arts	43	14.0	48.8	37.2	61	66
	Math	43	27.9	32.6	39.5	66	69
6	Reading	46	28.3	43.5	28.3	61	63
	Lang. Arts	47	21.3	38.3	40.4	66	68
	Math	46	8.7	41.3	50.0	61	70*

* -- Indicates Significant Difference in Means at .05 Level

Table 167

TYSON, WILLIAM ELEMENTARY PROFILE
SCHOOL CHARACTERISTICS

September 30, 1996 Membership	**370**
Percent of Capacity	75%
Special Education	77
Gifted	4
Bilingual	103

AVERAGE DAILY ATTENDANCE/ AVERAGE DAILY MEMBERSHIP	
Average Daily Attendance	332.8
Average Daily Membership	363.2
Percentage of Daily Attendance	91.7%

CLASSROOM GROUPS

	20 & below	21 to 30	31 +
Primary	2	5	2
Intermediate	2	4	-
Combination	-	-	-

STAFFING	**FTE**
Principals/ Asst. Principals	1.0
Counselors	2.0
Classroom Teachers	15.0
Librarians	1.0
Special Education Teachers	4.0
Music Teachers	.8
Art Teachers	.4
Phys. Ed. Teachers	.9
Bilingual Teachers	1.0
Counselors	2.0
Title I Specialist	3.0
Title I Coordinator	1.0
Nurses	.65
Teacher Assistants/Aides	1.30
Special Education Aides	1.25
Bilingual Tutors	2.0
Indian Ed. Tutor/Counselor	.5
Clerical Support Staff	1.0
Custodians	3.0

Budget *

1995-96 Expenditures	$7,061
1996-97 Budgeted Amount	$1,667,863
1997-98 Adopted Budget	$1,606,002

* Dollars budgeted or expended are general fund only.

Special Programs: Bilingual Ed., Indian Ed., Migrant Ed.

TYSON, WILLIAM ELEMENTARY PROFILE
SCHOOL CHARACTERISTICS

Student Population Mobility

Membership	New Enrollment	Withdrawals	Transfer Out	Transfer In	Total Mobility	Percent Mobility
370	51	54	86	61	252	68.1%

Ethnicity Report--October 1996

White	Black	American Native	Asian / Pac Islander	Hispanic	Total Minority	School Total
90	78	134	50	23	285	375
24.0%	20.8%	35.7%	13.3%	6.1%	76.0%	

Free/Reduced Price Lunch Information

Year	School Level	Number in Attendance Area	Number of Children from Low Income Families *	Percent of Children from Low Income Families *
1996-97	Elementary	370	310	83.8%

* Estimate of children from low income families is based on Free/Reduced Lunch Program.

Retention Report

Grade Repeated	1	2	3	4	5	6	Total
Number Not Promoted	1	0	1	0	0	0	2
Percent Not Promoted	0.3%	0%	0.2%	0%	0%	0%	0.7%

Stability Rates of Students

Data Type	American Native	Asian/ Pac. Islander	Black	Hispanic	White	Total
Number	172	74	93	30	115	484
% in One Sch.	53.49%	62.16%	54.84%	70.00%	56.52%	56.82%
% in Same Sch.	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%*

*New School

TYSON, WILLIAM ELEMENTARY PROFILE
ACHIEVEMENT PROFILE

CAT Percentile Rank Scores and Number Tested

SUBTEST		GRADE			
		3	4	5	6
Reading Vocabulary	%ile	22	19	22	31
	No.	43	40	47	34
Reading Comprehension	%ile	31	20	28	42
	No.	43	40	47	34
Total Reading	**%ile**	**25**	**19**	**24**	**36**
	No.	43	40	47	34
Language Mechanics	%ile	29	27	39	50
	No.	43	40	47	34
Language Expression	%ile	29	25	29	43
	No.	43	39	47	34
Total Language	**%ile**	**26**	**24**	**32**	**45**
	No.	43	39	47	34
Math Computation	%ile	42	33	30	70
	No.	43	40	47	34
Math Concepts and Applications	%ile	36	42	46	58
	No.	43	40	47	34
Total Mathematics	**%ile**	**37**	**39**	**36**	**64**
	No.	43	40	47	34
Total Battery	**%ile**	**26**	**25**	**29**	**47**
	No.	43	39	47	34
Word Analysis	%ile	30			
	No.	42			
Study Skills	%ile		36	35	45
	No.		40	46	34
Spelling	%ile	25	25	28	34
	No.	43	40	47	34
Science	%ile	30	28	26	34
	No.	43	40	45	34
Social Studies	%ile	31	22	41	45
	No.	43	39	45	34

Historical Performances
ITBS Percentile Rank Scores 1992-93 to 1994-95
CAT Percentile Rank Scores 1995-96 and 1996-97

Grade	Area	96-97	95-96	94-95	93-94	92-93
4	Total Reading	19		DATA		
	Total Language Arts	24				
	Total Mathematics	39		NOT		
6	Total Reading	36				
	Total Language Arts	45		AVAILABLE		
	Total Mathematics	64				

TYSON, WILLIAM ELEMENTARY PROFILE
ACHIEVEMENT PROFILE

GOAL	LEVEL OF ACHIEVEMENT
Improve written communication skills	Successful
Improved academic achievement for students	Successful
Increase parent/community involvement	Successful

Continuing Student Progress
Spring 1996-97
Expected Gain

Grade/Area	Number Tested	% Achieved Less Than One Year's Growth	% Achieved One Yr.'s Growth	% Achieved More Than One Year's Growth	1996 Mean	1997 Mean
4 Reading						
Lang. Arts						
Math						
5 Reading						
Lang. Arts		DATA	NOT	AVAILABLE		
Math						
6 Reading						
Lang. Arts						
Math						

* -- Indicates Significant Difference in Means at .05 Level

Table 168

URSA MAJOR ELEMENTARY PROFILE
SCHOOL CHARACTERISTICS

September 30, 1996 Membership	**429**
Percent of Capacity	92%
Special Education	49
Gifted	10
Bilingual	17

AVERAGE DAILY ATTENDANCE/ AVERAGE DAILY MEMBERSHIP

Average Daily Attendance	417.1
Average Daily Membership	430.7
Percentage of Daily Attendance	96.9%

CLASSROOM GROUPS

	20 & below	21 to 30	31 +
Primary	1	10	-
Intermediate	-	3	3
Combination	-	-	-

STAFFING	**FTE**
Principals/ Asst. Principals	1.0
Classroom Teachers	17.0
Librarians	1.0
Special Education Teachers	1.5
Music Teachers	1.0
Art Teachers	.5
Phys. Ed. Teachers	1.0
Title I Specialists	.83
Counselors	1.0
Nurses	.6
Teacher Assistants/Aides	1.3
Title I Coordinators	.5
Bilingual Tutors	.5
Title I Parent Tutors	.5
Clerical Support Staff	1.50
Custodians	3.0

Budget *

1995-96 Expenditures	$146,359**
1996-97 Budgeted Amount	$1,212,478
1997-98 Adopted Budget	$1,172,160

* Dollars budgeted or expended are general fund only.

**Ursa Major was closed for 1995-96 for renovation.

Special Programs: Bilingual Ed., Full-Day Kindergarten, Title I

URSA MAJOR ELEMENTARY PROFILE
SCHOOL CHARACTERISTICS

Student Population Mobility

Membership	New Enrollment	Withdrawals	Transfer Out	Transfer In	Total Mobility	Percent Mobility
429	56	60	7	28	151	35.2%

Ethnicity Report--October 1996

White	Black	American Native	Asian / Pac Islander	Hispanic	Total Minority	School Total
295	100	6	10	20	136	431
68.5%	23.2%	1.4%	2.3%	4.6%	31.6%	

Free/Reduced Price Lunch Information

Year	School Level	Number in Attendance Area	Number of Children from Low Income Families *	Percent of Children from Low Income Families *
1996-97	Elementary	429	180	42.0%

* Estimate of children from low income families is based on Free/Reduced Lunch Program.

Retention Report

Grade Repeated	1	2	3	4	5	6	Total
Number Not Promoted	0	0	0	0	0	0	0
Percent Not Promoted	0%	0%	0%	0%	0%	0%	0%

Stability Rates of Students

Data Type	American Native	Asian/ Pac. Islander	Black	Hispanic	White	Total
Number	7	11	120	23	322	483
% in One Sch.	85.71%	81.82%	70.83%	82.61%	77.64%	76.40%
% in Same Sch.	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%*

*Ursa Major was closed 1995-96 for renovation.

URSA MAJOR ELEMENTARY PROFILE
ACHIEVEMENT PROFILE

CAT Percentile Rank Scores and Number Tested

SUBTEST		GRADE			
		3	4	5	6
Reading Vocabulary	%ile	58	70	45	53
	No.	63	54	60	59
Reading Comprehension	%ile	61	62	55	69
	No.	63	54	60	59
Total Reading	**%ile**	**59**	**67**	**51**	**63**
	No.	63	54	60	59
Language Mechanics	%ile	50	72	62	67
	No.	63	54	60	59
Language Expression	%ile	67	69	62	61
	No.	44	54	60	59
Total Language	**%ile**	**61**	**73**	**64**	**64**
	No.	44	54	60	59
Math Computation	%ile	64	63	50	86
	No.	63	54	60	59
Math Concepts and Applications	%ile	66	68	51	69
	No.	63	54	60	59
Total Mathematics	**%ile**	**67**	**67**	**51**	**81**
	No.	63	54	60	59
Total Battery	**%ile**	**63**	**70**	**57**	**71**
	No.	44	54	60	59
Word Analysis	%ile	59			
	No.	63			
Study Skills	%ile		72	59	68
	No.		54	60	59
Spelling	%ile	66	77	49	53
	No.	63	54	60	59
Science	%ile	56	69	46	55
	No.	63	54	60	59
Social Studies	%ile	65	66	61	58
	No.	63	54	60	59

Historical Performances
ITBS Percentile Rank Scores 1992-93 to 1994-95
CAT Percentile Rank Scores 1995-96 and 1996-97

Grade	Area	96-97	95-96	94-95	93-94	92-93
4	Total Reading	67	61	46	51	38
4	Total Language Arts	73	48	64	51	43
4	Total Mathematics	67	49	53	62	36
6	Total Reading	63	51	57	56	55
6	Total Language Arts	64	60	51	54	45
6	Total Mathematics	81	53	61	60	39

URSA MAJOR ELEMENTARY PROFILE
ACHIEVEMENT PROFILE

GOAL	LEVEL OF ACHIEVEMENT
Increase spelling proficiency by 3 percent	Partially Successful
Open and bring on-line new computer lab	Partially Successful
Increase number of minutes per week each child spends reading	Partially Successful

Continuing Student Progress
Spring 1996-97
Expected Gain

Grade/Area		Number Tested	% Achieved Less Than One Year's Growth	% Achieved One Yr.'s Growth	% Achieved More Than One Year's Growth	1996 Mean	1997 Mean
4	Reading						
	Lang. Arts						
	Math						
5	Reading						
	Lang. Arts		DATA	NOT	AVAILABLE		
	Math						
6	Reading						
	Lang. Arts						
	Math						

* – Indicates Significant Difference in Means at .05 Level

Table 169

URSA MINOR ELEMENTARY PROFILE
SCHOOL CHARACTERISTICS

September 30, 1996 Membership	256
Percent of Capacity	89%
Special Education	34
Gifted	2
Bilingual	14

AVERAGE DAILY ATTENDANCE/ AVERAGE DAILY MEMBERSHIP

Average Daily Attendance	251.8
Average Daily Membership	258.4
Percentage of Daily Attendance	97.4%

CLASSROOM GROUPS

	20 & below	21 to 30	31 +
Primary	-	6	-
Intermediate	-	1	-
Combination	-	3	-

STAFFING	FTE
Principals/ Asst. Principals	1.0
Classroom Teachers	10.0
Librarians	1.0
Special Education Teachers	1.4
Music Teachers	.4
Art Teachers	.3
Phys. Ed. Teachers	.5
Title I Specialists	.83
Nurses	.5
Teacher Assistants/Aides	2.0
Title I Coordinators	.5
Bilingual Tutors	.3
Title I Parent Tutors	.5
Clerical Support Staff	1.0
Custodians	2.0

Budget *

1995-96 Expenditures	$1,261,074
1996-97 Budgeted Amount	$984,159
1997-98 Adopted Budget	$1,056,265

* Dollars budgeted or expended are general fund only.

Special Programs: Bilingual Ed., Full-Day Kindergarten, Title I

URSA MINOR ELEMENTARY PROFILE
SCHOOL CHARACTERISTICS

Student Population Mobility

Membership	New Enrollment	Withdrawals	Transfer Out	Transfer In	Total Mobility	Percent Mobility
256	70	69	6	4	149	58.2%

Ethnicity Report--October 1996

White	Black	American Native	Asian / Pac Islander	Hispanic	Total Minority	School Total
160	70	2	10	19	101	261
61.3%	26.8%	.8%	3.8%	7.3%	38.7%	

Free/Reduced Price Lunch Information

Year	School Level	Number in Attendance Area	Number of Children from Low Income Families *	Percent of Children from Low Income Families *
1996-97	Elementary	256	126	49.2%

* Estimate of children from low income families is based on Free/Reduced Lunch Program.

Retention Report

Grade Repeated	1	2	3	4	5	6	Total
Number Not Promoted	0	0	0	0	0	0	0
Percent Not Promoted	0%	0%	0%	0%	0%	0%	0%

Stability Rates of Students

Data Type	American Native	Asian/ Pac. Islander	Black	Hispanic	White	Total
Number	2	11	91	26	185	315
% in One Sch.	100.00%	63.64%	53.85%	73.08%	63.78%	61.90%
% in Same Sch.	50.00%	63.64%	42.86%	42.31%	54.05%	50.16%

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URSA MINOR ELEMENTARY PROFILE
ACHIEVEMENT PROFILE

CAT Percentile Rank Scores and Number Tested

SUBTEST		GRADE			
		3	4	5	6
Reading Vocabulary	%ile	80	46	44	57
	No.	37	34	27	15
Reading Comprehension	%ile	72	50	45	61
	No.	37	34	27	15
Total Reading	**%ile**	**77**	**48**	**45**	**59**
	No.	37	34	27	15
Language Mechanics	%ile	63	56	55	67
	No.	37	34	27	15
Language Expression	%ile	72	50	57	55
	No.	37	34	27	15
Total Language	**%ile**	**69**	**52**	**55**	**61**
	No.	37	34	27	15
Math Computation	%ile	69	34	38	42
	No.	37	34	27	15
Math Concepts and Applications	%ile	63	54	51	71
	No.	37	34	27	15
Total Mathematics	**%ile**	**68**	**45**	**45**	**57**
	No.	37	34	27	15
Total Battery	**%ile**	**74**	**48**	**50**	**58**
	No.	37	34	27	15
Word Analysis	%ile	54			
	No.	37			
Study Skills	%ile		56	58	60
	No.		34	27	15
Spelling	%ile	66	43	40	54
	No.	37	34	27	15
Science	%ile	55	65	48	49
	No.	37	34	27	15
Social Studies	%ile	68	48	53	50
	No.	37	34	27	15

Historical Performances
ITBS Percentile Rank Scores 1992-93 to 1994-95
CAT Percentile Rank Scores 1995-96 and 1996-97

Grade	Area	96-97	95-96	94-95	93-94	92-93
4	Total Reading	48	61	46	51	38
4	Total Language Arts	52	48	64	51	43
4	Total Mathematics	45	49	53	62	36
6	Total Reading	59	51	57	56	55
6	Total Language Arts	61	60	51	54	45
6	Total Mathematics	57	53	61	60	39

URSA MINOR ELEMENTARY PROFILE
ACHIEVEMENT PROFILE

GOAL	LEVEL OF ACHIEVEMENT
Teach to the standards of the ASD math curriculum	Successful
Demonstrate increased inter-personal problem solving skills	Partially Successful
Improve literacy through development of total communication skills	Successful

Continuing Student Progress
Spring 1996-97
Expected Gain

Grade/Area		Number Tested	% Achieved Less Than One Year's Growth	% Achieved One Yr.'s Growth	% Achieved More Than One Year's Growth	1996 Mean	1997 Mean
4	Reading	23	82.6	13.0	4.3	70	50*
	Lang. Arts	23	60.9	30.4	8.7	65	52*
	Math	23	82.6	8.7	8.7	67	48*
5	Reading	17	47.1	47.1	5.9	60	49*
	Lang. Arts	18	22.2	16.7	61.1	48	56*
	Math	18	38.9	27.8	33.3	52	51
6	Reading	10	60.0	40.0	0.0	51	47
	Lang. Arts	10	20.0	50.0	30.0	50	51
	Math	10	50.0	40.0	10.0	53	48

* -- Indicates Significant Difference in Means at .05 Level

Table 170

WILLIWAW ELEMENTARY PROFILE
SCHOOL CHARACTERISTICS

September 30, 1996 Membership	**565**
Percent of Capacity	121%
Special Education	105
Gifted	13
Bilingual	132

AVERAGE DAILY ATTENDANCE/ AVERAGE DAILY MEMBERSHIP

Average Daily Attendance	529.7
Average Daily Membership	571.9
Percentage of Daily Attendance	92.6%

CLASSROOM GROUPS

	20 & below	21 to 30	31 +
Primary	9	6	-
Intermediate	-	3	2
Combination	-	1	2

STAFFING	**FTE**
Principals/ Asst. Principals	1.0
Classroom Teachers (2 funded by Title I)	23.0
Librarians	1.0
Special Education Teachers	1.5
Music Teachers	1.1
Art Teachers	.6
Phys. Ed. Teachers	1.2
Bilingual Teachers	1.0
Indian Ed. Resource Teacher	1.0
Title I Specialists	3.0
Counselors	1.0
Nurses	.85
Teacher Assistants/Aides	1.75
Project Pride Advocates	3.0
Special Education Aides	1.25
Title I Coordinators	1.0
Bilingual Tutors	2.0
Clerical Support Staff	1.75
Custodians	3.0

WILLIWAW ELEMENTARY PROFILE
SCHOOL CHARACTERISTICS

Budget *

1994-95 Expenditures	$2,014,633
1995-96 Budgeted Amount	$2,065,930
1996-97 Adopted Budget	$2,154,603

* Dollars budgeted or expended are general fund only.

Special Programs: Bilingual Ed., Full-Day Kindergarten, Indian Ed., Migrant Ed., Project Pride, Title I

Student Population Mobility

Membership	New Enrollment	Withdrawals	Transfer Out	Transfer In	Total Mobility	Percent Mobility
565	40	44	55	76	215	38.1%

Ethnicity Report--October 1996

White	Black	American Native	Asian / Pac Islander	Hispanic	Total Minority	School Total
171	69	186	80	54	389	560
30.5%	12.3%	33.2%	14.3%	9.6%	69.5%	

Free/Reduced Price Lunch Information

Year	School Level	Number in Attendance Area	Number of Children from Low Income Families *	Percent of Children from Low Income Families *
1996-97	Elementary	565	415	73.5%

* Estimate of children from low income families is based on Free/Reduced Lunch Program.

Retention Report

Grade Repeated	1	2	3	4	5	6	Total
Number Not Promoted	0	0	0	0	0	0	0
Percent Not Promoted	0%	0%	0%	0%	0%	0%	0%

Stability Rates of Students

Data Type	American Native	Asian/ Pac. Islander	Black	Hispanic	White	Total
Number	230	99	90	56	194	669
% in One Sch.	70.43%	78.79%	66.67%	87.50%	75.77%	74.14%
% in Same Sch.	48.70%	52.53%	53.33%	71.43%	52.58%	52.91%

WILLIWAW ELEMENTARY PROFILE
ACHIEVEMENT PROFILE

CAT Percentile Rank Scores and Number Tested

SUBTEST		GRADE			
		3	4	5	6
Reading Vocabulary	%ile	34	51	27	25
	No.	70	68	56	43
Reading Comprehension	%ile	45	43	41	40
	No.	70	68	57	43
Total Reading	**%ile**	**41**	**46**	**33**	**32**
	No.	70	68	56	43
Language Mechanics	%ile	28	52	52	42
	No.	70	68	57	43
Language Expression	%ile	36	39	41	35
	No.	69	68	57	43
Total Language	**%ile**	**31**	**44**	**46**	**37**
	No.	69	68	57	43
Math Computation	%ile	68	54	33	46
	No.	69	68	56	43
Math Concepts and Applications	%ile	40	56	50	49
	No.	68	68	56	43
Total Mathematics	**%ile**	**53**	**56**	**41**	**47**
	No.	68	68	56	43
Total Battery	**%ile**	**40**	**48**	**40**	**37**
	No.	68	68	56	43
Word Analysis	%ile	32			
	No.	70			
Study Skills	%ile		49	47	36
	No.		68	57	43
Spelling	%ile	35	46	47	35
	No.	70	68	57	43
Science	%ile	40	49	33	30
	No.	68	68	57	43
Social Studies	%ile	46	43	55	39
	No.	69	68	57	43

Historical Performances
ITBS Percentile Rank Scores 1992-93 to 1994-95
CAT Percentile Rank Scores 1995-96 and 1996-97

Grade	Area	96-97	95-96	94-95	93-94	92-93
4	Total Reading	46	41	45	30	41
4	Total Language Arts	44	35	44	32	38
4	Total Mathematics	56	46	59	37	47
6	Total Reading	32	34	39	37	39
6	Total Language Arts	37	29	45	32	36
6	Total Mathematics	47	31	48	40	52

WILLIWAW ELEMENTARY PROFILE
ACHIEVEMENT PROFILE

GOAL	LEVEL OF ACHIEVEMENT
Increase reading comprehension skills in grades 4-6	Successful
Demonstrate increased skills in math problem solving and computation	Successful
Demonstrate improvement in writing	Partially Successful
Increase parent involvement and commitment to education	Successful

Continuing Student Progress
Spring 1996-97
Expected Gain

Grade/Area		Number Tested	% Achieved Less Than One Year's Growth	% Achieved One Yr.'s Growth	% Achieved More Than One Year's Growth	1996 Mean	1997 Mean
4	Reading	47	21.3	44.7	34.0	52	52
	Lang. Arts	47	14.9	34.0	51.1	43	52*
	Math	47	14.9	40.4	44.7	51	57*
5	Reading	35	45.7	28.6	25.7	44	39
	Lang. Arts	38	28.9	26.3	44.7	45	48
	Math	37	35.1	51.4	13.5	49	45
6	Reading	35	22.9	34.3	42.9	36	41*
	Lang. Arts	36	30.6	33.3	36.1	41	43
	Math	36	11.1	47.2	41.7	42	48*

* -- Indicates Significant Difference in Means at .05 Level

Table 171

WILLOW CREST ELEMENTARY PROFILE
SCHOOL CHARACTERISTICS

September 30, 1996 Membership	**506**
Percent of Capacity	97%
Special Education	95
Gifted	6
Bilingual	97

AVERAGE DAILY ATTENDANCE/ AVERAGE DAILY MEMBERSHIP

Average Daily Attendance	450.2
Average Daily Membership	484.1
Percentage of Daily Attendance	93.0%

CLASSROOM GROUPS

	20 & below	21 to 30	31 +
Primary	2	10	-
Intermediate	-	6	-
Combination	-	1	-

STAFFING	**FTE**
Principals/ Asst. Principals	1.0
Classroom Teachers	17.5
Librarians	1.0
Special Education Teachers	5.5
Music Teachers	.8
Art Teachers	.5
Phys. Ed. Teachers	.9
Bilingual Teachers	1.0
Nurses	.75
Special Education Aides	1.75
Bilingual Tutors	2.0
Indian Education Tutor/Counselors	.5
Clerical Support Staff	1.75
Custodians	2.5

Budget *

1995-96 Expenditures	$1,679,806
1996-97 Budgeted Amount	$1,653,142
1997-98 Adopted Budget	$1,661,700

* Dollars budgeted or expended are general fund only.

Special Programs: Bilingual Ed., Indian Ed., Under Achieving School Grant

WILLOW CREST ELEMENTARY PROFILE
SCHOOL CHARACTERISTICS

Student Population Mobility

Membership	New Enrollment	Withdrawals	Transfer Out	Transfer In	Total Mobility	Percent Mobility
506	68	69	87	63	287	56.7%

Ethnicity Report--October 1996

White	Black	American Native	Asian / Pac Islander	Hispanic	Total Minority	School Total
260	30	87	71	46	234	494
52.6%	6.1%	17.6%	14.4%	9.3%	47.4%	

Free/Reduced Price Lunch Information

Year	School Level	Number in Attendance Area	Number of Children from Low Income Families *	Percent of Children from Low Income Families *
1996-97	Elementary	506	202	39.9%

* Estimate of children from low income families is based on Free/Reduced Lunch Program.

Retention Report

Grade Repeated	1	2	3	4	5	6	Total
Number Not Promoted	0	0	0	0	0	0	0
Percent Not Promoted	0%	0%	0%	0%	0%	0%	0%

Stability Rates of Students

Data Type	American Native	Asian/ Pac. Islander	Black	Hispanic	White	Total
Number	113	86	36	50	320	605
% in One Sch.	54.87%	66.28%	63.89%	70.00%	66.56%	64.46%
% in Same Sch.	37.17%	59.30%	36.11%	56.00%	51.88%	49.59%

WILLOW CREST ELEMENTARY PROFILE
ACHIEVEMENT PROFILE

CAT Percentile Rank Scores and Number Tested

SUBTEST		GRADE 3	4	5	6
Reading Vocabulary	%ile	34	51	27	25
	No.	70	68	56	43
Reading Comprehension	%ile	45	43	41	40
	No.	70	68	57	43
Total Reading	**%ile**	**41**	**46**	**33**	**32**
	No.	70	68	56	43
Language Mechanics	%ile	28	52	52	42
	No.	70	68	57	43
Language Expression	%ile	36	39	41	35
	No.	69	68	57	43
Total Language	**%ile**	**31**	**44**	**46**	**37**
	No.	69	68	57	43
Math Computation	%ile	68	54	33	46
	No.	69	68	56	43
Math Concepts and Applications	%ile	40	56	50	49
	No.	68	68	56	43
Total Mathematics	**%ile**	**53**	**56**	**41**	**47**
	No.	68	68	56	43
Total Battery	**%ile**	**40**	**48**	**40**	**37**
	No.	68	68	56	43
Word Analysis	%ile	32			
	No.	70			
Study Skills	%ile		49	47	36
	No.		68	57	43
Spelling	%ile	35	46	47	35
	No.	70	68	57	43
Science	%ile	40	49	33	30
	No.	68	68	57	43
Social Studies	%ile	46	43	55	39
	No.	69	68	57	43

Historical Performances
ITBS Percentile Rank Scores 1992-93 to 1994-95
CAT Percentile Rank Scores 1995-96 and 1996-97

Grade	Area	96-97	95-96	94-95	93-94	92-93
4	Total Reading	46	57	51	40	43
4	Total Language Arts	44	44	54	40	48
4	Total Mathematics	56	50	56	45	54
6	Total Reading	32	60	49	51	43
6	Total Language Arts	37	63	52	54	45
6	Total Mathematics	47	55	46	49	46

WILLOW CREST ELEMENTARY PROFILE
ACHIEVEMENT PROFILE

GOAL	LEVEL OF ACHIEVEMENT
Review, select, and adopt a new mathematics program	Successful
Enhance technology skills and incorporate into writing process	Successful
Develop Resolving Conflict Creatively Program	Partially Successful

Continuing Student Progress
Spring 1996-97
Expected Gain

Grade/Area		Number Tested	% Achieved Less Than One Year's Growth	% Achieved One Yr.'s Growth	% Achieved More Than One Year's Growth	1996 Mean	1997 Mean
4	Reading	34	14.7	38.2	47.1	49	55*
	Lang. Arts	34	17.6	29.4	52.9	41	51*
	Math	35	11.4	25.7	62.9	42	52*
5	Reading	45	40.0	33.3	26.7	56	51
	Lang. Arts	44	18.2	29.5	52.3	51	59*
	Math	44	22.7	47.7	29.5	52	53
6	Reading	40	25.0	32.5	42.5	54	55
	Lang. Arts	41	29.3	29.3	41.5	60	63
	Math	42	28.6	35.7	35.7	54	57

* -- Indicates Significant Difference in Means at .05 Level

Table 172

WONDER PARK ELEMENTARY PROFILE
SCHOOL CHARACTERISTICS

September 30, 1996 Membership	**483**
Percent of Capacity	109%
Special Education	91
Gifted	27
Bilingual	72

AVERAGE DAILY ATTENDANCE/ AVERAGE DAILY MEMBERSHIP	
Average Daily Attendance	447.3
Average Daily Membership	484.9
Percentage of Daily Attendance	92.2%

CLASSROOM GROUPS

	20 & below	21 to 30	31 +
Primary	6	8	-
Intermediate	-	4	-
Combination	-	3	-

STAFFING	**FTE**
Principals/ Asst. Principals	1.0
Classroom Teachers	20.0
Librarians	1.0
Special Education Teachers	5.0
Gifted Teachers	1.0
Music Teachers	1.0
Art Teachers	.5
Phys. Ed. Teachers	1.0
Title I Specialists	1.5
Counselors	1.0
Nurses	.8
Teacher Assistants/Aides	1.75
Special Education Aides	1.5
Title I Coordinators	1.0
Bilingual Tutors	2.0
Indian Ed. Tutor/Counselor	.5
Clerical Support Staff	1.5
Custodians	3.0

Budget *

1995-96 Expenditures	$1,763,504
1996-97 Budgeted Amount	$2,019,497
1997-98 Adopted Budget	$1,858,935

* Dollars budgeted or expended are general fund only.

Special Programs: Bilingual Ed., Full-Day Kindergarten, Gifted Service School, Indian Ed., Migrant Ed., Title I

WONDER PARK ELEMENTARY PROFILE
SCHOOL CHARACTERISTICS

Student Population Mobility

Membership	New Enrollment	Withdrawals	Transfer Out	Transfer In	Total Mobility	Percent Mobility
483	71	62	107	81	321	66.5%

Ethnicity Report--October 1996

White	Black	American Native	Asian / Pac Islander	Hispanic	Total Minority	School Total
179	94	141	25	36	296	475
37.7%	19.8%	29.7%	5.3%	7.6%	62.3%	

Free/Reduced Price Lunch Information

Year	School Level	Number in Attendance Area	Number of Children from Low Income Families *	Percent of Children from Low Income Families *
1996-97	Elementary	483	291	60.2%

* Estimate of children from low income families is based on Free/Reduced Lunch Program.

Retention Report

Grade Repeated	1	2	3	4	5	6	Total
Number Not Promoted	1	0	0	1	0	0	2
Percent Not Promoted	1.3%	0%	0%	1.9%	0%	0%	0.4%

Stability Rates of Students

Data Type	American Native	Asian / Pac. Islander	Black	Hispanic	White	Total
Number	193	44	120	44	224	625
% in One Sch.	49.22%	40.91%	64.17%	54.55%	67.41%	58.40%
% in Same Sch.	43.52%	47.73%	47.50%	34.09%	50.89%	46.56%

WONDER PARK ELEMENTARY PROFILE
ACHIEVEMENT PROFILE

CAT Percentile Rank Scores and Number Tested

SUBTEST		GRADE 3	4	5	6
Reading Vocabulary	%ile	41	42	27	28
	No.	63	46	49	53
Reading Comprehension	%ile	48	52	40	37
	No.	63	46	49	53
Total Reading	**%ile**	**44**	**48**	**34**	**31**
	No.	63	46	49	53
Language Mechanics	%ile	32	41	64	44
	No.	63	46	49	54
Language Expression	%ile	40	37	47	42
	No.	63	46	49	54
Total Language	**%ile**	**34**	**38**	**55**	**43**
	No.	63	46	49	54
Math Computation	%ile	40	33	42	35
	No.	64	47	49	54
Math Concepts and Applications	%ile	46	48	50	42
	No.	64	47	49	54
Total Mathematics	**%ile**	**43**	**40**	**47**	**36**
	No.	64	47	49	54
Total Battery	**%ile**	**40**	**41**	**45**	**34**
	No.	63	46	49	53
Word Analysis	%ile	36			
	No.	63			
Study Skills	%ile		55	50	44
	No.		46	50	53
Spelling	%ile	42	49	42	32
	No.	63	45	49	53
Science	%ile	38	52	41	36
	No.	64	46	50	53
Social Studies	%ile	48	37	53	42
	No.	64	45	50	53

Historical Performances
ITBS Percentile Rank Scores 1992-93 to 1994-95
CAT Percentile Rank Scores 1995-96 and 1996-97

Grade	Area	96-97	95-96	94-95	93-94	92-93
4	Total Reading	48	51	35	22	28
4	Total Language Arts	38	42	29	18	24
4	Total Mathematics	40	45	31	28	30
6	Total Reading	31	35	44	29	39
6	Total Language Arts	43	30	43	28	39
6	Total Mathematics	36	44	46	36	47

WONDER PARK ELEMENTARY PROFILE
ACHIEVEMENT PROFILE

GOAL	LEVEL OF ACHIEVEMENT
Continue to improve writing through keyboarding skills	Successful
Focus on strategies designed to improve targeted weaknesses in the area of reading	Successful
Continue to strive for more parent involvement	Partially Successful

Continuing Student Progress
Spring 1996-97
Expected Gain

Grade/Area		Number Tested	% Achieved Less Than One Year's Growth	% Achieved One Yr.'s Growth	% Achieved More Than One Year's Growth	1996 Mean	1997 Mean
4	Reading	30	30.0	16.7	53.3	39	49*
	Lang. Arts	29	10.3	24.1	65.5	33	45*
	Math	31	25.8	38.7	35.5	45	47
5	Reading	31	54.8	29.0	16.1	52	45*
	Lang. Arts	31	12.9	25.8	61.3	50	58*
	Math	31	22.6	41.9	35.5	47	49
6	Reading	35	22.9	51.4	25.7	40	40
	Lang. Arts	36	13.9	41.7	44.4	43	49*
	Math	36	19.4	27.8	52.8	38	46*

* -- Indicates Significant Difference in Means at .05 Level

Table 173

GLADYS WOOD ELEMENTARY PROFILE
SCHOOL CHARACTERISTICS

September 30, 1996 Membership	575
Percent of Capacity	114
Special Education	88
Gifted	28
Bilingual	55

AVERAGE DAILY ATTENDANCE/ AVERAGE DAILY MEMBERSHIP

Average Daily Attendance	532.5
Average Daily Membership	564.3
Percentage of Daily Attendance	94.4%

CLASSROOM GROUPS

	20 & below	21 to 30	31 +
Primary	3	8	-
Intermediate	-	8	-
Combination	-	4	-

STAFFING	FTE
Principals/ Asst. Principals	1.0
Classroom Teachers	21.0
Librarians	1.0
Special Education Teachers	3.6
Music Teachers	1.0
Art Teachers	.6
Phys. Ed. Teachers	1.0
Nurses	1.0
Special Education Aides	1.5
Bilingual Tutors	2.0
Clerical Support Staff	1.875
Custodians	2.5

Budget *

1995-96 Expenditures	$1,863,581
1996-97 Budgeted Amount	$1,846,397
1997-98 Adopted Budget	$1,855,355

* Dollars budgeted or expended are general fund only.

Special Programs: Bilingual Ed., Indian Ed., Migrant Ed.

GLADYS WOOD ELEMENTARY PROFILE
SCHOOL CHARACTERISTICS

Student Population Mobility

Membership	New Enrollment	Withdrawals	Transfer Out	Transfer In	Total Mobility	Percent Mobility
575	65	44	52	40	201	35.0%

Ethnicity Report--October 1996

White	Black	American Native	Asian / Pac Islander	Hispanic	Total Minority	School Total
405	26	78	44	19	167	572
70.8%	4.6%	13.6%	7.7%	3.3%	29.2%	

Free/Reduced Price Lunch Information

Year	School Level	Number in Attendance Area	Number of Children from Low Income Families *	Percent of Children from Low Income Families *
1996-97	Elementary	575	138	24.0%

* Estimate of children from low income families is based on Free/Reduced Lunch Program.

Retention Report

Grade Repeated	1	2	3	4	5	6	Total
Number Not Promoted	0	1	0	0	0	0	1
Percent Not Promoted	0%	1.0%	0%	0%	0%	0%	0.3%

Stability Rates of Students

Data Type	American Native	Asian/ Pac. Islander	Black	Hispanic	White	Total
Number	94	48	40	20	444	646
% in One Sch.	63.83%	81.25%	62.50%	85.00%	81.53%	77.86%
% in Same Sch.	54.26%	72.92%	50.00%	50.00%	67.79%	64.55%

GLADYS WOOD ELEMENTARY PROFILE
ACHIEVEMENT PROFILE

CAT Percentile Rank Scores
and Number Tested

SUBTEST		GRADE			
		3	4	5	6
Reading Vocabulary	%ile	54	57	71	53
	No.	72	79	88	66
Reading Comprehension	%ile	66	59	65	63
	No.	72	79	87	67
Total Reading	**%ile**	**62**	**59**	**71**	**60**
	No.	72	79	87	66
Language Mechanics	%ile	48	67	77	73
	No.	71	80	88	67
Language Expression	%ile	56	61	73	57
	No.	71	80	87	67
Total Language	**%ile**	**52**	**65**	**77**	**66**
	No.	71	80	87	67
Math Computation	%ile	65	58	58	47
	No.	71	80	88	67
Math Concepts and Applications	%ile	58	71	68	60
	No.	68	80	88	67
Total Mathematics	**%ile**	**62**	**67**	**64**	**52**
	No.	68	80	88	67
Total Battery	**%ile**	**58**	**64**	**73**	**60**
	No.	68	79	87	66
Word Analysis	%ile	46			
	No.	72			
Study Skills	%ile		69	61	60
	No.		80	86	67
Spelling	%ile	54	57	62	48
	No.	71	79	88	67
Science	%ile	54	70	53	50
	No.	67	80	86	67
Social Studies	%ile	53	60	71	49
	No.	68	80	86	67

Historical Performances
ITBS Percentile Rank Scores 1992-93 to 1994-95
CAT Percentile Rank Scores 1995-96 and 1996-97

Grade	Area	96-97	95-96	94-95	93-94	92-93
4	Total Reading	59	67	53	53	49
4	Total Language Arts	65	71	61	56	46
4	Total Mathematics	67	53	59	61	51
6	Total Reading	60	55	45	53	64
6	Total Language Arts	66	64	51	56	61
6	Total Mathematics	52	60	50	53	57

GLADYS WOOD ELEMENTARY PROFILE
ACHIEVEMENT PROFILE

GOAL	LEVEL OF ACHIEVEMENT
Improve positive attitudes toward reading and recreational reading	Successful
Students will increase abilities with various functions of the computer	Successful
Work to increase in and out of school parent/community involvement	Successful

Continuing Student Progress
Spring 1996-97
Expected Gain

Grade/Area		Number Tested	% Achieved Less Than One Year's Growth	% Achieved One Yr.'s Growth	% Achieved More Than One Year's Growth	1996 Mean	1997 Mean
4	Reading	67	37.3	41.8	20.9	59	57
	Lang. Arts	68	20.6	33.8	45.6	55	61*
	Math	68	29.4	32.4	38.2	61	62
5	Reading	68	26.5	35.3	38.2	59	63
	Lang. Arts	69	20.3	34.8	44.9	61	67*
	Math	70	22.9	30.0	47.1	51	58*
6	Reading	59	55.9	23.7	20.3	64	56*
	Lang. Arts	59	52.5	22.0	25.4	66	60*
	Math	59	42.4	30.5	27.1	56	52

* – Indicates Significant Difference in Means at .05 Level

Table 174

CENTRAL SCHOOL OF SCIENCE PROFILE
SCHOOL CHARACTERISTICS

September 30, 1996 Membership	**753**
Percent of Capacity	86%
Special Education	76
Gifted	70
Bilingual	55

AVERAGE DAILY ATTENDANCE/ AVERAGE DAILY MEMBERSHIP

Average Daily Attendance	685.4
Average Daily Membership	729.5
Percent of Daily Attendance	94.0%

CLASSROOM GROUPS

	20 & below	21 to 30	31 +
English	3	20	7
Math	2	16	7
Science	0	19	13
Social Studies	1	13	10

STAFFING	**FTE**
Principals/ Asst. Principals	2.0
Classroom Teachers	35.0
Librarians	1.0
Special Education Teachers	5.3
Gifted Teachers	.2
Bilingual Teachers	.5
Counselors	1.6
Nurses	1.0
Media Aides/Career Resource Advisors	2.0
Special Education Aides	1.0
Bilingual Tutors	2.0
Indian Ed. Tutor/Counselor	.5
Clerical Support Staff	4.0
Custodians	5.0

Budget *

1995-96 Expenditures	$2,833,618
1996-97 Budgeted Amount	$2,760,771
1997-98 Adopted Budget	$3,375,528

* Dollars budgeted or expended are general fund only.

Special Programs: Bilingual Ed., Indian Ed., Migrant Ed., Special Ed. Intensive Service Site

CENTRAL SCHOOL OF SCIENCE PROFILE
SCHOOL CHARACTERISTICS

Student Population Mobility

Membership	New Enrollment	Withdrawals	Transfer Out	Transfer In	Total Mobility	Percent Mobility
753	101	101	67	40	309	41.0%

Ethnicity Report--October 1996

White	Black	American Native	Asian / Pac Islander	Hispanic	Total Minority	School Total
451	122	57	43	71	293	744
60.6%	16.4%	7.7%	5.8%	9.5%	39.4%	

Free/Reduced Price Lunch Information

Year	School Level	Number in Attendance Area	Number of Children from Low Income Families *	Percent of Children from Low Income Families *
1996-97	Secondary	753	228	30.3%

* Estimate of children from low income families is based on Free/Reduced Lunch Program.

Retention Report

Grade Repeated	7	8	Total
Number Not Promoted	10	4	14
Percent Not Promoted	2.6%	1.2%	2.0%

Stability Rates of Students

Data Type	American Native	Asian/ Pac. Islander	Black	Hispanic	White	Total
Number	70	51	153	85	502	861
% in One Sch.	47.14%	74.51%	66.01%	63.53%	80.28%	73.05%
% in Same Sch.	30.00%	35.29%	24.84%	32.94%	36.85%	33.68%

CENTRAL SCHOOL OF SCIENCE PROFILE
ACHIEVEMENT PROFILE

CAT Percentile Rank Scores and Number Tested

SUBTEST		GRADE	
		7	8
Reading Vocabulary	%ile	61	65
	No.	362	290
Reading Comprehension	%ile	71	67
	No.	361	290
Total Reading	**%ile**	**68**	**67**
	No.	361	290
Language Mechanics	%ile	70	68
	No.	360	287
Language Expression	%ile	61	60
	No.	359	287
Total Language	**%ile**	**67**	**65**
	No.	358	287
Math Computation	%ile	66	52
	No.	360	289
Math Concepts and Applications	%ile	69	73
	No.	363	291
Total Mathematics	**%ile**	**69**	**64**
	No.	359	286
Total Battery	**%ile**	**70**	**68**
	No.	355	284
Study Skills	%ile	63	54
	No.	363	291
Spelling	%ile	54	51
	No.	362	290
Science	%ile	66	80
	No.	363	291
Social Studies	%ile	66	68
	No.	363	290

Historical Performances
ITBS Percentile Rank Scores 1992-93 to 1994-95
CAT Percentile Rank Scores 1995-96 and 1996-97

Grade	Area	96-97	95-96	94-95	93-94	92-93
7	Total Reading	68	68	55	53	N/A
7	Total Language Arts	67	63	N/A	N/A	
7	Total Mathematics	69	67	55	51	
8	Total Reading	67	68	53	58	60
8	Total Language Arts	65	64	56	59	62
8	Total Mathematics	64	62	47	47	55

CENTRAL SCHOOL OF SCIENCE PROFILE
ACHIEVEMENT PROFILE

GOAL	LEVEL OF ACHIEVEMENT
Increase school-wide pride via school identity functions	Successful
See that Central is at the top of the list in the District's construction plan.	Successful
Each academic team will develop at least one integrated unit each quarter.	Partially Successful
Continue to develop a plan to involve more parents in school	Successful

Continuing Student Progress
Spring 1996-97
Expected Gain

Grade/Area		Number Tested	% Achieved Less Than One Year's Growth	% Achieved One Yr.'s Growth	% Achieved More Than One Year's Growth	1996 Mean	1997 Mean
7	Reading	208	19.7	38.9	41.3	52	56*
	Lang. Arts	205	27.8	35.1	37.1	55	57
	Math	207	35.3	37.7	27.1	58	58
8	Reading	227	32.6	41.0	26.4	62	61
	Lang. Arts	224	25.9	44.6	29.5	60	60
	Math	225	34.7	48.9	16.4	62	59*

* -- Indicates Significant Difference in Means at .05 Level

Table 175

CLARK MIDDLE LEVEL SCHOOL PROFILE
SCHOOL CHARACTERISTICS

September 30, 1996 Membership	**879**
Percent of Capacity	95%
Special Education	160
Gifted	36
Bilingual	160

AVERAGE DAILY ATTENDANCE/ AVERAGE DAILY MEMBERSHIP

Average Daily Attendance	796.6
Average Daily Membership	856.3
Percentage of Daily Attendance	93.0%

CLASSROOM GROUPS

	20 & below	21 to 30	31 +
English	6	19	7
Math	2	11	15
Science	2	13	13
Social Studies	1	25	4

STAFFING	**FTE**
Principals/ Asst. Principals	2.0
Classroom Teachers	35.0
Librarians	1.0
Special Education Teachers	10.4
Gifted Teachers	.2
Title I Facilitators	3.0
Bilingual Teachers	1.0
Counselors	3.0
Indian Education Community Counselor	1.0
Nurses	1.0
Media Aides/Career Resource Advisors	2.0
Special Education Aides	6.75
Title I Coordinators	1.0
Title I Student Advisor	1.0
Bilingual Tutors	3.0
Clerical Support Staff	4.0
Custodians	5.5

Budget *

1995-96 Expenditures	$3,458,829
1996-97 Budgeted Amount	$3,480,150
1997-98 Adopted Budget	$3,467,247

* Dollars budgeted or expended are general fund only.

Special Programs: Alaska School for the Deaf, Bilingual Ed., Indian Ed., Migrant Ed., Special Ed. Intensive Service Site, Title I

CLARK MIDDLE LEVEL SCHOOL PROFILE
SCHOOL CHARACTERISTICS

Student Population Mobility

Membership	New Enrollment	Withdrawals	Transfer Out	Transfer In	Total Mobility	Percent Mobility
879	115	126	107	62	410	46.6%

Ethnicity Report--October 1996

White	Black	American Native	Asian / Pac Islander	Hispanic	Total Minority	School Total
354	158	197	116	49	520	874
40.5%	18.1%	22.5%	13.3%	5.6%	59.5%	

Free/Reduced Price Lunch Information

Year	School Level	Number in Attendance Area	Number of Children from Low Income Families *	Percent of Children from Low Income Families *
1996-97	Secondary	879	460	52.3%

* Estimate of children from low income families is based on Free/Reduced Lunch Program.

Retention Report

Grade Repeated	7	8	Total
Number Not Promoted	42	35	77
Percent Not Promoted	8.8%	10.1%	9.4%

Stability Rates of Students

Data Type	American Native	Asian/ Pac. Islander	Black	Hispanic	White	Total
Number	243	131	179	56	412	1,021
% in One Sch.	55.14%	78.63%	68.72%	75.00%	72.57%	68.66%
% in Same Sch.	29.22%	34.35%	29.61%	33.93%	33.98%	32.13%

CLARK MIDDLE LEVEL SCHOOL PROFILE
ACHIEVEMENT PROFILE

CAT Percentile Rank Scores and Number Tested

SUBTEST		GRADE	
		7	8
Reading Vocabulary	%ile	36	37
	No.	422	298
Reading Comprehension	%ile	48	45
	No.	423	298
Total Reading	**%ile**	**42**	**42**
	No.	422	298
Language Mechanics	%ile	44	42
	No.	424	298
Language Expression	%ile	27	34
	No.	424	298
Total Language	**%ile**	**33**	**36**
	No.	424	298
Math Computation	%ile	53	33
	No.	422	294
Math Concepts and Applications	%ile	46	56
	No.	423	294
Total Mathematics	**%ile**	**50**	**43**
	No.	422	294
Total Battery	**%ile**	**41**	**40**
	No.	416	290
Study Skills	%ile	40	32
	No.	425	294
Spelling	%ile	34	39
	No.	424	298
Science	%ile	42	59
	No.	425	294
Social Studies	%ile	44	44
	No.	425	294

Historical Performances
ITBS Percentile Rank Scores 1992-93 to 1994-95
CAT Percentile Rank Scores 1995-96 and 1996-97

Grade	Area	96-97	95-96	94-95	93-94	92-93
7	Total Reading	42	42	46	43	N/A
7	Total Language Arts	33	32	N/A	N/A	N/A
7	Total Mathematics	50	45	46	45	N/A
8	Total Reading	42	46	44	39	46
8	Total Language Arts	36	39	46	52	54
8	Total Mathematics	43	43	41	42	41

CLARK MIDDLE LEVEL SCHOOL PROFILE
ACHIEVEMENT PROFILE

GOAL	LEVEL OF ACHIEVEMENT
Improve student achievement, motivation, higher order thinking skills, and the ability to integrate and apply knowledge to real-life situations	Partially Successful
Insure a safe, caring school environment	Partially Successful
Increase parent and community involvement	Partially Successful
Develop and pilot Integrated Authentic Assessment tools	Partially Successful

Continuing Student Progress
Spring 1996-97
Expected Gain

Grade/Area		Number Tested	% Achieved Less Than One Year's Growth	% Achieved One Yr.'s Growth	% Achieved More Than One Year's Growth	1996 Mean	1997 Mean
7	Reading	286	22.0	38.1	39.9	44	47*
	Lang. Arts	290	34.5	36.2	29.3	44	43
	Math	290	26.2	45.2	28.6	50	51
8	Reading	232	30.6	44.4	25.0	48	46
	Lang. Arts	231	30.3	35.9	33.8	43	43
	Math	230	34.8	45.2	20.0	50	47*

* – Indicates Significant Difference in Means at .05 Level

Table 176

GRUENING MIDDLE LEVEL SCHOOL PROFILE
SCHOOL CHARACTERISTICS

September 30, 1996 Membership	**1,021**
Percent of Capacity	120%
Special Education	130
Gifted	108
Bilingual	10

AVERAGE DAILY ATTENDANCE/ AVERAGE DAILY MEMBERSHIP

Average Daily Attendance	944.3
Average Daily Membership	1,013.0
Percentage of Daily Attendance	93.2

CLASSROOM GROUPS

	20 & below	21 to 30	31 +
English	2	31	5
Math	4	26	8
Science	2	29	9
Social Studies	0	26	11

STAFFING	**FTE**
Principals/ Asst. Principals	3
Classroom Teachers	51.0
Librarians	1.0
Special Education Teachers	7.3
Gifted Teachers	.4
Counselors	2.0
Nurses	1.0
Special Education Aides	3.75
Bilingual Tutors	.5
Media Aides/Career Resource Advisors	2.0
Clerical Support Staff	4.0
Custodians	5.5

Budget *

1995-96 Expenditures	$4,458,289
1996-97 Budgeted Amount	$4,431,625
1997-98 Adopted Budget	$2,873,486

* Dollars budgeted or expended are general fund only.

Special Programs: Bilingual Ed., Community School, Migrant Ed. , Special Ed. Intensive Service Site

GRUENING MIDDLE SCHOOL PROFILE
SCHOOL CHARACTERISTICS

Student Population Mobility

Membership	New Enrollment	Withdrawals	Transfer Out	Transfer In	Total Mobility	Percent Mobility
1,021	78	85	28	34	225	22.0%

Ethnicity Report--October 1996

White	Black	American Native	Asian / Pac Islander	Hispanic	Total Minority	School Total
886	24	64	21	26	135	1,021
86.8%	2.4%	6.3%	2.1%	2.6%	13.2%	

Free/Reduced Price Lunch Information

Year	School Level	Number in Attendance Area	Number of Children from Low Income Families *	Percent of Children from Low Income Families *
1996-97	Secondary	1,021	100	9.8%

* Estimate of children from low income families is based on Free/Reduced Lunch Program.

Retention Report

Grade Repeated	7	8	Total
Number Not Promoted	1	6	7
Percent Not Promoted	0.1%	1.2%	0.7%

Stability Rates of Students

Data Type	American Native	Asian/ Pac. Islander	Black	Hispanic	White	Total
Number	71	23	299	30	941	1,094
% in One Sch.	83.10%	91.30%	79.31%	73.33%	85.65%	85.10%
% in Same Sch	42.25%	43.48%	34.48%	26.67%	42.08%	41.50%

GRUENING MIDDLE SCHOOL PROFILE
ACHIEVEMENT PROFILE

CAT Percentile Rank Scores
and Number Tested

SUBTEST		GRADE	
		7	8
Reading Vocabulary	%ile	66	70
	No.	495	441
Reading Comprehension	%ile	72	70
	No.	496	441
Total Reading	**%ile**	**71**	**72**
	No.	495	441
Language Mechanics	%ile	71	62
	No.	497	442
Language Expression	%ile	61	58
	No.	497	441
Total Language	**%ile**	**66**	**60**
	No.	497	441
Math Computation	%ile	69	60
	No.	509	441
Math Concepts and Applications	%ile	72	78
	No.	508	441
Total Mathematics	**%ile**	**72**	**70**
	No.	508	441
Total Battery	**%ile**	**72**	**70**
	No.	481	428
Study Skills	%ile	64	54
	No.	495	440
Spelling	%ile	52	49
	No.	498	442
Science	%ile	71	80
	No.	498	442
Social Studies	%ile	73	74
	No.	507	441

Historical Performances
ITBS Percentile Rank Scores 1992-93 to 1994-95
CAT Percentile Rank Scores 1995-96 and 1996-97

Grade	Area	96-97	95-96	94-95	93-94	92-93
7	Total Reading	71	73	62	59	
7	Total Language Arts	66	64	N/A	N/A	N/A
7	Total Mathematics	72	68	65	67	
8	Total Reading	72	73	66	62	64
8	Total Language Arts	60	60	72	68	65
8	Total Mathematics	70	65	64	67	62

GRUENING MIDDLE SCHOOL PROFILE
ACHIEVEMENT PROFILE

GOAL	LEVEL OF ACHIEVEMENT
Committed to implement and mold effective middle school model	Successful
Continue to move toward a more positive school climate to include safe environment	Successful
Continue to prepare students for 21st century	Successful

Continuing Student Progress
Spring 1996-97
Expected Gain

Grade/Area		Number Tested	% Achieved Less Than One Year's Growth	% Achieved One Yr.'s Growth	% Achieved More Than One Year's Growth	1996 Mean	1997 Mean
7	Reading	417	26.1	38.4	35.5	61	62*
	Lang. Arts	419	30.5	42.0	27.4	60	59
	Math	423	31.9	41.4	26.7	64	63
8	Reading	370	34.1	42.7	23.2	64	62*
	Lang. Arts	374	37.4	43.0	19.5	59	56*
	Math	371	27.2	46.1	26.7	61	62

* -- Indicates Significant Difference in Means at .05 Level

Table 177

HANSHEW MIDDLE LEVEL SCHOOL PROFILE
SCHOOL CHARACTERISTICS

September 30, 1996 Membership	**1,286**
Percent of Capacity	122%
Special Education	136
Gifted	177
Bilingual	26

AVERAGE DAILY ATTENDANCE/ AVERAGE DAILY MEMBERSHIP

Average Daily Attendance	1,189.0
Average Daily Membership	1,275.3
Percentage of Daily Attendance	93.2

CLASSROOM GROUPS

	20 & below	21 to 30	31 +
English	2	36	8
Math	0	33	11
Science	0	47	15
Social Studies	0	40	5

STAFFING	**FTE**
Principals/ Asst. Principals	3.0
Classroom Teachers	65.0
Librarians	1.0
Special Education Teachers	8.4
Gifted Teachers	.6
Bilingual Teachers	.5
Counselors	4.0
Nurses	1.0
Indian Ed. Tutor/Counselor	.5
Media Aides/Career Resource Advisors	2.0
Teacher Assistants/Aides	1.0
Special Education Aides	1.5
Clerical Support Staff	5.0
Custodians	6.0

Budget *

1995-96 Expenditures	$5,743,904
1996-97 Budgeted Amount	$5,455,380
1997-98 Adopted Budget	$3,782,470

* Dollars budgeted or expended are general fund only.

Special Programs: Bilingual Ed., Indian Ed., Migrant Ed.

HANSHEW MIDDLE LEVEL SCHOOL PROFILE
SCHOOL CHARACTERISTICS

Student Population Mobility

Membership	New Enrollment	Withdrawals	Transfer Out	Transfer In	Total Mobility	Percent Mobility
1,286	90	111	59	52	312	24.3%

Ethnicity Report--October 1996

White	Black	American Native	Asian / Pac Islander	Hispanic	Total Minority	School Total
1,033	56	104	59	32	251	1,284
80.5%	4.4%	8.1%	4.6%	2.5%	19.6%	

Free/Reduced Price Lunch Information

Year	School Level	Number in Attendance Area	Number of Children from Low Income Families *	Percent of Children from Low Income Families *
1996-97	Secondary	1,286	121	9.4%

* Estimate of children from low income families is based on Free/Reduced Lunch Program.

Retention Report

Grade Repeated	7	8	Total
Number Not Promoted	20	1	21
Percent Not Promoted	3.2%	0.2%	1.6%

Stability Rates of Students

Data Type	American Native	Asian/ Pac. Islander	Black	Hispanic	White	Total
Number	117	62	6	43	1,114	1,398
% in One Sch.	79.49%	91.94%	67.74%	65.12%	84.47%	83.05%
% in Same Sch.	47.01%	37.10%	41.94%	30.23%	43.81%	43.28%

HANSHEW MIDDLE LEVEL SCHOOL PROFILE
ACHIEVEMENT PROFILE

CAT Percentile Rank Scores and Number Tested

SUBTEST		GRADE	
		7	8
Reading Vocabulary	%ile	64	65
	No.	580	608
Reading Comprehension	%ile	71	66
	No.	583	608
Total Reading	**%ile**	**69**	**67**
	No.	580	608
Language Mechanics	%ile	70	65
	No.	585	609
Language Expression	%ile	60	60
	No.	585	608
Total Language	**%ile**	**65**	**63**
	No.	584	608
Math Computation	%ile	68	50
	No.	580	611
Math Concepts and Applications	%ile	69	76
	No.	582	612
Total Mathematics	**%ile**	**70**	**64**
	No.	580	611
Total Battery	**%ile**	**70**	**67**
	No.	567	594
Study Skills	%ile	64	52
	No.	580	612
Spelling	%ile	52	51
	No.	585	609
Science	%ile	71	80
	No.	583	613
Social Studies	%ile	70	68
	No.	581	613

Historical Performances
ITBS Percentile Rank Scores 1992-93 to 1994-95
CAT Percentile Rank Scores 1995-96 and 1996-97

Grade	Area	96-97	95-96	94-95	93-94	92-93
7	Total Reading	69	69	65	64	
7	Total Language Arts	65	63	N/A	N/A	N/A
7	Total Mathematics	70	67	72	67	
8	Total Reading	67	67	63	63	67
8	Total Language Arts	63	61	66	65	66
8	Total Mathematics	64	67	65	60	66

HANSHEW MIDDLE LEVEL SCHOOL PROFILE
ACHIEVEMENT PROFILE

GOAL	LEVEL OF ACHIEVEMENT
Use an integrated school-wide study skills program to help students acquire tools necessary for life-long learning	Successful
Implement and integrate technology school-wide to enhance learning process	Successful
Develop an increased awareness of personal and social responsibility	Successful

Continuing Student Progress
Spring 1996-97
Expected Gain

Grade/Area		Number Tested	% Achieved Less Than One Year's Growth	% Achieved One Yr.'s Growth	% Achieved More Than One Year's Growth	1996 Mean	1997 Mean
7	Reading	435	29.2	38.9	32.0	61	61
	Lang. Arts	439	39.0	37.8	23.2	62	58*
	Math	436	43.1	38.1	18.8	66	61*
8	Reading	517	31.7	42.4	25.9	62	60*
	Lang. Arts	518	32.2	35.1	32.6	59	58
	Math	522	35.2	44.1	20.7	61	58*

* -- Indicates Significant Difference in Means at .05 Level

Table 178

MEARS JUNIOR HIGH SCHOOL PROFILE
SCHOOL CHARACTERISTICS

September 30, 1996 Membership	**1,126**
Percent of Capacity	111%
Special Education	155
Gifted	125
Bilingual	54

AVERAGE DAILY ATTENDANCE/ AVERAGE DAILY MEMBERSHIP

Average Daily Attendance	1,020.2
Average Daily Membership	1,111.1
Percentage of Daily Attendance	91.8%

CLASSROOM GROUPS

	20 & below	21 to 30	31 +
English	2	32	4
Math	1	30	7
Science	0	36	2
Social Studies	1	25	10

STAFFING	**FTE**
Principals/ Asst. Principals	3.0
Classroom Teachers	43.0
Librarians	1.0
Special Education Teachers	9.8
Gifted Teachers	.4
Bilingual Teachers	.5
Counselors	3.0
Nurses	1.0
Health Attendant	.6875
Media Aides/Career Resource Advisors	2.0
Teacher Assistants/Aides	1.0
Special Education Aides	6.875
Bilingual Tutors	2.0
Indian Ed. Tutor/Counselor	.5
Clerical Support Staff	4.0
Custodians	6.0

Budget *

1995-96 Expenditures	$4,112,684
1996-97 Budgeted Amount	$3,873,375
1997-98 Adopted Budget	$3,894,015

* Dollars budgeted or expended are general fund only.

Special Programs: Bilingual Ed., Indian Ed., Migrant Ed., Special Ed. Intensive Service Site

MEARS JUNIOR HIGH SCHOOL PROFILE
SCHOOL CHARACTERISTICS

Student Population Mobility

Membership	New Enrollment	Withdrawals	Transfer Out	Transfer In	Total Mobility	Percent Mobility
1,126	127	142	56	52	377	33.5%

Ethnicity Report--October 1996

White	Black	American Native	Asian / Pac Islander	Hispanic	Total Minority	School Total
827	55	98	106	39	298	1,125
73.5%	4.9%	8.7%	9.4%	3.5%	26.5%	

Free/Reduced Price Lunch Information

Year	School Level	Number in Attendance Area	Number of Children from Low Income Families *	Percent of Children from Low Income Families *
1996-97	Secondary	1,126	192	17.1%

* Estimate of children from low income families is based on Free/Reduced Lunch Program.

Retention Report

Grade Repeated	7	8	Total
Number Not Promoted	5	2	7
Percent Not Promoted	0.9%	0.4%	0.6%

Stability Rates of Students

Data Type	American Native	Asian/ Pac. Islander	Black	Hispanic	White	Total
Number	114	115	66	53	909	1,257
% in One Sch.	68.42%	84.35%	72.73%	67.92%	80.75%	79.00%
% in Same Sch.	25.44%	38.26%	22.73%	30.19%	37.84%	35.64%

MEARS JUNIOR HIGH SCHOOL PROFILE
ACHIEVEMENT PROFILE

CAT Percentile Rank Scores and Number Tested

SUBTEST		GRADE	
		7	8
Reading Vocabulary	%ile	58	61
	No.	562	487
Reading Comprehension	%ile	65	66
	No.	562	487
Total Reading	**%ile**	**63**	**65**
	No.	562	487
Language Mechanics	%ile	67	63
	No.	562	488
Language Expression	%ile	52	58
	No.	562	489
Total Language	**%ile**	**60**	**61**
	No.	562	488
Math Computation	%ile	70	63
	No.	557	486
Math Concepts and Applications	%ile	65	77
	No.	557	488
Total Mathematics	**%ile**	**69**	**71**
	No.	557	486
Total Battery	**%ile**	**66**	**68**
	No.	556	485
Study Skills	%ile	57	51
	No.	558	488
Spelling	%ile	49	52
	No.	562	488
Science	%ile	63	76
	No.	558	488
Social Studies	%ile	65	65
	No.	558	488

Historical Performances
ITBS Percentile Rank Scores 1992-93 to 1994-95
CAT Percentile Rank Scores 1995-96 and 1996-97

Grade	Area	96-97	95-96	94-95	93-94	92-93
7	Total Reading	63	64	59	60	
7	Total Language Arts	60	57	N/A	N/A	N/A
7	Total Mathematics	69	67	58	61	
8	Total Reading	65	60	60	59	63
8	Total Language Arts	61	51	63	58	60
8	Total Mathematics	71	63	61	60	62

MEARS JUNIOR HIGH SCHOOL PROFILE
ACHIEVEMENT PROFILE

GOAL	LEVEL OF ACHIEVEMENT
Increase vocabulary and improve spelling skills	Partially Successful
Show greater respect for each other and their diversity through involvement in curricular and extra-curricular activities	Successful
Implement standardized School Assignment Calendar in academic courses	Successful
Emphasize technology through acquisition of more computers and other technology	Successful

Continuing Student Progress
Spring 1996-97
Expected Gain

Grade/Area		Number Tested	% Achieved Less Than One Year's Growth	% Achieved One Yr.'s Growth	% Achieved More Than One Year's Growth	1996 Mean	1997 Mean
7	Reading	360	23.9	36.4	39.7	55	57*
	Lang. Arts	361	33.5	37.7	28.8	57	56
	Math	357	25.5	37.5	37.0	58	61*
8	Reading	387	31.5	40.8	27.6	60	59
	Lang. Arts	389	29.6	40.1	30.3	57	57
	Math	390	27.7	41.5	30.8	62	63

* -- Indicates Significant Difference in Means at .05 Level

Table 179

ROMIG JUNIOR HIGH SCHOOL PROFILE
SCHOOL CHARACTERISTICS

September 30, 1996 Membership	571
Percent of Capacity	54%
Special Education	88
Gifted	27
Bilingual	62

AVERAGE DAILY ATTENDANCE/ AVERAGE DAILY MEMBERSHIP

Average Daily Attendance	514.1
Average Daily Membership	561.4
Percentage of Daily Attendance	91.6%

CLASSROOM GROUPS

	20 & below	21 to 30	31 +
English	1	15	1
Math	3	14	2
Science	1	18	0
Social Studies	1	16	2

STAFFING	FTE
Principals/ Asst. Principals	2.0
Classroom Teachers	23.0
Librarians	1.0
Special Education Teachers	6.5
Gifted Teachers	.2
Bilingual Teacher	2.0
Counselors	1.8
Nurses	1.0
Special Education Aides	3.625
Bilingual Tutors	1.0
Indian Ed. Tutor/Counselor	1.0
Clerical Support Staff	4.0
Custodians	5.25

Budget *

1995-96 Expenditures	$2,842,159
1996-97 Budgeted Amount	$2,449,881
1997-98 Adopted Budget	$3,465,407

* Dollars budgeted or expended are general fund only.

Special Programs: Bilingual Ed., Indian Ed., Migrant Ed., School-Within-A-School

ROMIG JUNIOR HIGH SCHOOL PROFILE
SCHOOL CHARACTERISTICS

Student Population Mobility

Membership	New Enrollment	Withdrawals	Transfer Out	Transfer In	Total Mobility	Percent Mobility
571	70	84	38	51	243	42.6%

Ethnicity Report--October 1996

White	Black	American Native	Asian / Pac Islander	Hispanic	Total Minority	School Total
327	27	92	89	34	242	569
57.5%	4.8%	16.2%	15.6%	6.0%	42.5%	

Free/Reduced Price Lunch Information

Year	School Level	Number in Attendance Area	Number of Children from Low Income Families *	Percent of Children from Low Income Families *
1996-97	Secondary	571	179	31.3%

* Estimate of children from low income families is based on Free/Reduced Lunch Program.

Retention Report

Grade Repeated	7	8	Total
Number Not Promoted	30	18	48
Percent Not Promoted	10.0%	7.0%	8.0%

Stability Rates of Students

Data Type	American Native	Asian/ Pac. Islander	Black	Hispanic	White	Total
Number	120	98	36	42	357	653
% in One Sch.	52.50%	80.61%	52.78%	66.67%	78.71%	71.98%
% in Same Sch.	21.67%	45.92%	19.44%	30.95%	38.66%	35.07%

ROMIG JUNIOR HIGH SCHOOL PROFILE
ACHIEVEMENT PROFILE

CAT Percentile Rank Scores
and Number Tested

SUBTEST		GRADE	
		7	8
Reading Vocabulary	%ile	51	53
	No.	260	238
Reading Comprehension	%ile	60	56
	No.	258	238
Total Reading	**%ile**	**57**	**56**
	No.	258	238
Language Mechanics	%ile	64	58
	No.	258	238
Language Expression	%ile	50	50
	No.	261	243
Total Language	**%ile**	**58**	**55**
	No.	256	238
Math Computation	%ile	59	54
	No.	260	243
Math Concepts and Applications	%ile	57	68
	No.	261	243
Total Mathematics	**%ile**	**59**	**62**
	No.	260	243
Total Battery	**%ile**	**59**	**59**
	No.	255	238
Study Skills	%ile	53	45
	No.	261	243
Spelling	%ile	49	48
	No.	260	238
Science	%ile	55	72
	No.	260	243
Social Studies	%ile	55	56
	No.	259	243

Historical Performances
ITBS Percentile Rank Scores 1992-93 to 1994-95
CAT Percentile Rank Scores 1995-96 and 1996-97

Grade	Area	96-97	95-96	94-95	93-94	92-93
7	Total Reading	57	57	50	59	
7	Total Language Arts	58	51	N/A	N/A	
7	Total Mathematics	59	61	53	57	
8	Total Reading	56	54	55	58	57
8	Total Language Arts	55	49	62	61	64
8	Total Mathematics	62	59	56	58	60

ROMIG JUNIOR HIGH SCHOOL PROFILE
ACHIEVEMENT PROFILE

GOAL	LEVEL OF ACHIEVEMENT
Improve academic performance of students in reading and math	Successful
Continue staff training and development in areas of special ed. inclusion and technology	Successful
Systematically involve parents, guardians, and school-business partners	Successful

Continuing Student Progress
Spring 1996-97
Expected Gain

Grade/Area		Number Tested	% Achieved Less Than One Year's Growth	% Achieved One Yr.'s Growth	% Achieved More Than One Year's Growth	1996 Mean	1997 Mean
7	Reading	181	22.7	43.6	33.7	55	57*
	Lang. Arts	180	28.3	40.6	31.1	57	57
	Math	182	25.3	43.4	31.3	57	58
8	Reading	181	29.8	44.2	26.0	56	55
	Lang. Arts	184	23.9	40.8	35.3	54	55
	Math	187	29.4	36.9	33.7	58	59

* -- Indicates Significant Difference in Means at .05 Level

Table 180

WENDLER MIDDLE SCHOOL PROFILE
SCHOOL CHARACTERISTICS

September 30, 1996 Membership	**1,129**
Percent of Capacity	117
Special Education	138
Gifted	113
Bilingual	83

AVERAGE DAILY ATTENDANCE/ AVERAGE DAILY MEMBERSHIP

Average Daily Attendance	1,028.1
Average Daily Membership	1,115.1
Percentage of Daily Attendance	92.2%

CLASSROOM GROUPS

	20 & below	21 to 30	31 +
English	6	29	9
Math	3	22	15
Science	3	23	21
Social Studies	0	24	14

STAFFING	**FTE**
Principals/ Asst. Principals	3.0
Classroom Teachers	53.0
Librarians	1.0
Special Education Teachers	9.2
Gifted Teachers	.2
Bilingual Teachers	1.0
Counselors	3.0
Health Attendants	.6875
Nurses	1.0
Special Education Aides	3.75
Clerical Support Staff	4.0
Custodians	5.5

Budget *

1995-96 Expenditures	$4,083,306
1996-97 Budgeted Amount	$3,989,586
1997-98 Adopted Budget	$3,892,989

* Dollars budgeted or expended are general fund only.

Special Programs: Bilingual Ed., Migrant Ed., Special Ed. Intensive Service Site

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WENDLER MIDDLE SCHOOL PROFILE
SCHOOL CHARACTERISTICS

Student Population Mobility

Membership	New Enrollment	Withdrawals	Transfer Out	Transfer In	Total Mobility	Percent Mobility
1,129	94	89	85	57	325	28.8%

Ethnicity Report--October 1996

White	Black	American Native	Asian / Pac Islander	Hispanic	Total Minority	School Total
719	149	120	92	49	410	1,129
63.7%	13.2%	10.6%	8.2%	4.3%	36.3%	

Free/Reduced Price Lunch Information

Year	School Level	Number in Attendance Area	Number of Children from Low Income Families *	Percent of Children from Low Income Families *
1996-97	Secondary	1,129	261	23.1%

* Estimate of children from low income families is based on Free/Reduced Lunch Program.

Retention Report

Grade Repeated	7	8	Total
Number Not Promoted	21	12	33
Percent Not Promoted	3.9%	2.1%	3.0%

Stability Rates of Students

Data Type	American Native	Asian/ Pac. Islander	Black	Hispanic	White	Total
Number	153	101	163	58	767	1,242
% in One Sch	64.05%	85.15%	79.14%	72.41%	82.27%	79.39%
% in Same Sch	33.33%	43.56%	36.81%	36.21%	41.20%	39.61%

WENDLER MIDDLE SCHOOL PROFILE
ACHIEVEMENT PROFILE

CAT Percentile Rank Scores
and Number Tested

SUBTEST		GRADE	
		7	8
Reading Vocabulary	%ile	56	55
	No.	511	535
Reading Comprehension	%ile	66	60
	No.	512	535
Total Reading	**%ile**	**63**	**59**
	No.	511	535
Language Mechanics	%ile	70	60
	No.	513	537
Language Expression	%ile	55	51
	No.	513	536
Total Language	**%ile**	**64**	**55**
	No.	512	536
Math Computation	%ile	61	52
	No.	516	535
Math Concepts and Applications	%ile	63	72
	No.	516	535
Total Mathematics	**%ile**	**63**	**63**
	No.	516	535
Total Battery	**%ile**	**64**	**61**
	No.	508	529
Study Skills	%ile	56	45
	No.	516	536
Spelling	%ile	52	49
	No.	512	534
Science	%ile	65	72
	No.	516	536
Social Studies	%ile	69	64
	No.	513	535

Historical Performances
ITBS Percentile Rank Scores 1992-93 to 1994-95
CAT Percentile Rank Scores 1995-96 and 1996-97

Grade	Area	96-97	95-96	94-95	93-94	92-93
7	Total Reading	63	63	57	58	
7	Total Language Arts	64	56	N/A	N/A	
7	Total Mathematics	63	62	57	59	
8	Total Reading	59	62	58	62	61
8	Total Language Arts	55	52	61	63	61
8	Total Mathematics	63	62	58	60	62

WENDLER MIDDLE SCHOOL PROFILE
ACHIEVEMENT PROFILE

GOAL	LEVEL OF ACHIEVEMENT
Improve student performance on CAT language subtests by developing and implementing three strategies	Successful
Improve access to technology for students and staff	Successful
Improve academic performance by successfully implementing middle school strategies	Partially Successful
Increase academic performance for at-risk students	Partially Successful

Continuing Student Progress
Spring 1996-97
Expected Gain

Grade/Area		Number Tested	% Achieved Less Than One Year's Growth	% Achieved One Yr.'s Growth	% Achieved More Than One Year's Growth	1996 Mean	1997 Mean
7	Reading	389	24.4	39.8	35.7	58	61*
	Lang. Arts	391	27.6	42.2	30.2	60	60
	Math	392	23.5	44.1	32.4	58	60*
8	Reading	435	32.0	44.1	23.9	58	57
	Lang. Arts	437	31.1	38.0	30.9	54	55
	Math	429	27.7	45.0	27.3	58	58

* -- Indicates Significant Difference in Means at .05 Level

Table 181

BARTLETT HIGH SCHOOL PROFILE
SCHOOL CHARACTERISTICS

September 30, 1996 Membership	**1,595**
Percent of Capacity	68%
Special Education	184
Gifted	5
Bilingual	47

AVERAGE DAILY ATTENDANCE/ AVERAGE DAILY MEMBERSHIP

Average Daily Attendance	1,422.0
Average Daily Membership	1,553.0
Percentage of Daily Attendance	91.6%

CLASSROOM GROUPS

	20 & below	21 to 30	31 +
English	8	23	23
Math	3	10	27
Science	2	21	18
Social Studies	5	23	18

STAFFING	**FTE**
Principals/ Asst. Principals/Dean	5.0
Classroom Teachers	56.0
Librarians	1.0
Special Education Teachers	13.8
Gifted Teachers	2.48
Bilingual Teachers	1.0
Counselors	4.0
Nurses	1.0
Health Attendant/Nurse Asst.	1.6875
Bilingual Tutor	1.0
Special Education Aides	8.25
Media/Career Resource Aides	3.0
Clerical Support Staff	7.0
Custodians	11.0

Budget *

1995-96 Expenditures	$6,513,719
1996-97 Budgeted Amount	$6,408,679
1997-98 Adopted Budget	$6,617,326

* Dollars budgeted or expended are general fund only.

Special Programs: Bilingual Ed., Migrant Ed., Special Ed. Intensive Service Site

BARTLETT HIGH SCHOOL PROFILE
SCHOOL CHARACTERISTICS

Student Population Mobility

Membership	New Enrollment	Withdrawals	Transfer Out	Transfer In	Total Mobility	Percent Mobility
1,595	218	299	99	70	686	43.0%

Ethnicity Report--October 1996

White	Black	American Native	Asian / Pac Islander	Hispanic	Total Minority	School Total
1,024	236	151	102	80	569	1,593
64.3%	14.8%	9.5%	6.4%	5.0%	35.7%	

Total Dropout Rates

	American Natives	Asian/ Pacific Islanders	Black	Hispanics	Whites	Total
Enrollment	190	114	292	93	1,132	1,821
Final Dropouts	25	5	18	8	62	118
Percent Dropouts	13.16%	4.39%	6.16%	8.60%	5.48%	6.48%

Stability Rates of Students

Data Type	American Native	Asian/ Pac. Islander	Black	Hispanic	White	Total
Number	190	114	292	93	1,132	1,821
% in One Sch.	55.79%	78.07%	68.49%	68.82%	75.97%	72.43%
% in Same Sch.	40.00%	49.12%	47.60%	44.09%	54.86%	51.24%

BARTLETT HIGH SCHOOL PROFILE
ACHIEVEMENT PROFILE

CAT Percentile Rank Scores and Number Tested

SUBTEST		GRADE		
		9	10	11
Reading Vocabulary	%ile	51	52	51
	No.	442	360	290
Reading Comprehension	%ile	61	60	53
	No.	443	360	290
Total Reading	**%ile**	**59**	**57**	**52**
	No.	442	359	290
Language Mechanics	%ile	54	52	51
	No.	442	364	291
Language Expression	%ile	54	51	45
	No.	442	364	291
Total Language	**%ile**	**55**	**52**	**48**
	No.	442	364	291
Math Computation	%ile	59	43	51
	No.	442	364	291
Math Concepts and Applications	%ile	68	63	61
	No.	440	359	290
Total Mathematics	**%ile**	**64**	**59**	**56**
	No.	440	358	289
Total Battery	**%ile**	**62**	**58**	**53**
	No.	438	353	285
Study Skills	%ile	55	48	47
	No.	442	363	291
Spelling	%ile	52	49	47
	No.	443	363	290
Science	%ile	64	63	51
	No.	442	358	289
Social Studies	%ile	67	62	54
	No.	442	358	289

Historical Performances
ITBS Percentile Rank Scores 1992-93 to 1994-95
CAT Percentile Rank Scores 1995-96 and 1996-97

Grade	Area	96-97	95-96	94-95	93-94	92-93
11	Total Reading	52	54	55	55	55
11	Total Language Arts	48	50	N/A	N/A	N/A
11	Total Mathematics	56	51	52	55	56

BARTLETT HIGH SCHOOL PROFILE
ACHIEVEMENT PROFILE

SAT / ACT

Test	Students/Subject	96-97	95-96	94-95	93-94	92-93
	Number Graduates	253	263	298	287	314
SAT	Percent Tested	47.8%	49.4%	43.6%	57.8%	58.6%
	Verbal	506	512	451	419	440
	Math	492	499	505	453	475
ACT	Percent Tested	22.9%	25.1%	26.8%	30.7%	26.8%
	English	21.8	22.0	21.4	20.8	22.5
	Math	22.4	21.3	21.2	20.3	22.2

Progress Toward Graduation

Area	Average Credits Earned			
	9th	10th	11th	12th
Language Arts	.86	.82	.94	.93
Mathematics	.81	.77	.60	.31
Science	.81	.77	.58	.35
Social Studies	.82	.83	.49	.71
Others	1.90	1.89	2.39	2.31
Total	5.20	5.07	4.98	4.61

GOAL	LEVEL OF ACHIEVEMENT
Improve the quality of written and oral expression and communication	Successful
Continue to maintain and improve atmosphere of acceptance and appreciation of ethnic, racial, gender, and physically and mentally challenged	Successful
Continue to improve student preparation for success in the workplace	Successful
Strengthen our math program	Partially Successful
Improve quality and quantity of family involvement	Successful

BARTLETT HIGH SCHOOL PROFILE
ACHIEVEMENT PROFILE

Continuing Student Progress
Spring 1996-97
Expected Gain

Grade/Area	Number Tested	% Achieved Less Than One Year's Growth	% Achieved One Yr.'s Growth	% Achieved More Than One Year's Growth	1996 Mean	1997 Mean
9 Reading	353	34.3	43.9	21.8	58	56*
Lang. Arts	351	29.6	41.9	28.5	54	54
Math	350	18.9	45.7	35.4	56	59*
10 Reading	290	30.3	39.7	30.0	55	54
Lang. Arts	295	29.5	44.4	26.1	52	51
Math	293	35.8	40.6	23.5	57	55*
11 Reading	237	42.2	42.2	15.6	58	52*
Language Arts	237	39.2	44.3	16.5	52	49*
Math	236	35.2	36.4	28.4	55	54

* -- Indicates Significant Difference in Means at .05 Level

Table 182

CHUGIAK HIGH SCHOOL PROFILE
SCHOOL CHARACTERISTICS

September 30, 1996 Membership	**2,014**
Percent of Capacity	122%
Special Education	213
Gifted	12
Bilingual	19

AVERAGE DAILY ATTENDANCE/ AVERAGE DAILY MEMBERSHIP	
Average Daily Attendance	1,838.5
Average Daily Membership	1,961.0
Percentage of Daily Attendance	93.8%

CLASSROOM GROUPS

	20 & below	21 to 30	31 +
English	2	31	33
Math	3	28	27
Science	0	29	20
Social Studies	0	23	36

STAFFING	**FTE**
Principals/ Asst. Principals/Dean	5.0
Classroom Teachers	69.0
Librarians	1.0
Special Education Teachers	10.2
Bilingual Teachers	.5
Counselors	5.0
Nurses	1.0
Nurse Assistant	1.0
Special Education Aides	4.625
Media/Career Resource Aides	1.0
Clerical Support Staff	7.0
Custodians	9.0

Budget *

1995-96 Expenditures	$7,082,009
1996-97 Budgeted Amount	$7,222,034
1997-98 Adopted Budget	$7,168,734

* Dollars budgeted or expended are general fund only.

Special Programs: Bilingual Ed., Migrant Ed., Special Ed. Intensive Service Site

CHUGIAK HIGH SCHOOL PROFILE
SCHOOL CHARACTERISTICS

Student Population Mobility

Membership	New Enrollment	Withdrawals	Transfer Out	Transfer In	Total Mobility	Percent Mobility
2,014	135	214	37	23	409	20.3%

Ethnicity Report–October 1996

White	Black	American Native	Asian / Pac Islander	Hispanic	Total Minority	School Total
1,752	52	102	55	45	254	2,006
87.3%	2.6%	5.1%	2.7%	2.2%	12.7%	

Total Dropout Rates

	American Natives	Asian/ Pacific Islanders	Black	Hispanics	Whites	Total
Enrollment	106	62	55	52	1,842	2,117
Final Dropouts	10	6	5	2	92	115
Percent Dropouts	9.43%	9.68%	9.09%	3.85%	4.99%	5.43%

Stability Rates of Students

Data Type	American Native	Asian/ Pac. Islander	Black	Hispanic	White	Total
Number	106	62	55	52	1,842	2,117
% in One Sch.	82.08%	80.65%	81.82%	82.69%	85.78%	85.26%
% in Same Sch.	61.32%	62.90%	49.09%	50.00%	62.98%	62.21%

CHUGIAK HIGH SCHOOL PROFILE
ACHIEVEMENT PROFILE

CAT Percentile Rank Scores
and Number Tested

SUBTEST		GRADE		
		9	10	11
Reading Vocabulary	%ile	62	66	61
	No.	502	498	405
Reading Comprehension	%ile	70	71	65
	No.	502	499	406
Total Reading	**%ile**	**69**	**70**	**64**
	No.	502	498	405
Language Mechanics	%ile	59	62	58
	No.	502	499	406
Language Expression	%ile	63	63	56
	No.	502	499	406
Total Language	**%ile**	**61**	**63**	**57**
	No.	502	499	406
Math Computation	%ile	69	65	62
	No.	501	498	406
Math Concepts and Applications	%ile	75	78	71
	No.	501	498	406
Total Mathematics	**%ile**	**72**	**72**	**69**
	No.	501	498	406
Total Battery	**%ile**	**70**	**72**	**66**
	No.	501	497	405
Study Skills	%ile	66	61	61
	No.	502	498	406
Spelling	%ile	53	50	44
	No.	502	499	406
Science	%ile	72	74	63
	No.	502	498	404
Social Studies	%ile	73	72	67
	No.	502	498	404

TAP Percentile Rank Scores 1992-93 to 1994-95
CAT Percentile Rank Scores 1995-96 and 1996-97

Grade	Area	96-97	95-96	94-95	93-94	92-93
11	Total Reading	64	66	66	62	64
11	Total Language Arts	57	59	N/A	N/A	N/A
11	Total Mathematics	69	69	67	64	68

CHUGIAK HIGH SCHOOL PROFILE
ACHIEVEMENT PROFILE

SAT / ACT

Test	Students/Subject	96-97	95-96	94-95	93-94	92-93
	Number Graduates	388	382	338	367	353
SAT	Percent Tested	58.5%	61.5%	64.2%	58.9%	57.2%
	Verbal	530	526	442	436	435
	Math	546	534	501	485	487
ACT	Percent Tested	30.4%	29.3%	23.3%	30.5%	29.5%
	English	22.6	22.0	21.0	21.7	22.0
	Math	24.1	23.1	22.3	22.4	21.6

Progress Toward Graduation

	Average Credits Earned			
Area	9th	10th	11th	12th
Language Arts	.85	.88	.95	.93
Mathematics	.91	.84	.72	.39
Science	.83	.77	.57	.36
Social Studies	.88	.87	.54	.84
Others	1.88	1.86	2.46	2.38
Total	5.36	5.22	5.24	4.90

GOAL	LEVEL OF ACHIEVEMENT
Encourage leadership skills, group cooperation, citizenship, school and community involvement	Successful
Promote mastery in the areas of mathematics, science, and the humanities	Successful
Practice inter-disciplinary activities among subject areas to promote and demonstrate synthesis of ideas	Successful
Provide recognition of the personal nature of the students' environment and its effect on the learning process	Successful

CHUGIAK HIGH SCHOOL PROFILE
ACHIEVEMENT PROFILE

Continuing Student Progress
Spring 1996-97
Expected Gain

Grade/Area		Number Tested	% Achieved Less Than One Year's Growth	% Achieved One Yr.'s Growth	% Achieved More Than One Year's Growth	1996 Mean	1997 Mean
9	Reading	429	36.8	39.4	23.8	64	61*
	Lang. Arts	427	23.9	43.8	32.3	56	57*
	Math	425	17.2	42.6	40.2	59	63*
10	Reading	416	27.6	38.0	34.4	60	61
	Lang. Arts	418	25.8	41.1	33.0	56	58*
	Math	417	25.4	45.8	28.8	63	63
11	Reading	348	39.4	40.5	20.1	62	58*
	Lang. Arts	349	34.7	43.8	21.5	57	54*
	Math	349	38.7	41.5	19.8	65	61*

* -- Indicates Significant Difference in Means at .05 Level

Table 183

DIMOND HIGH SCHOOL PROFILE
SCHOOL CHARACTERISTICS

September 30, 1996 Membership	**2,169**
Percent of Capacity	100%
Special Education	250
Gifted	14
Bilingual	134

AVERAGE DAILY ATTENDANCE/ AVERAGE DAILY MEMBERSHIP	
Average Daily Attendance	1,912.7
Average Daily Membership	2,081.9
Percentage of Daily Attendance	91.9%

CLASSROOM GROUPS

	20 & below	21 to 30	31 +
English	0	42	30
Math	0	26	35
Science	1	34	22
Social Studies	0	34	27

STAFFING	**FTE**
Principals/ Asst. Principals/Dean	5.0
Classroom Teachers	74.0
Librarians	1.0
Special Education Teachers	15.4
Bilingual Teachers	2.5
Counselors	5.0
Nurses	1.0
Health Attendant/Nurse Assistant	1.6875
Special Education Aides	8.75
Bilingual Tutors	2.0
Media/Career Resource Aides	3.0
Clerical Support	7.0
Custodians	11.0

Budget *

1995-96 Expenditures	$7,490,205
1996-97 Budgeted Amount	$7,247,412
1997-98 Adopted Budget	$7,412,614

* Dollars budgeted or expended are general fund only.

Special Programs: Bilingual Ed., Indian Ed., Special Ed. Intensive Service Sites

DIMOND HIGH SCHOOL PROFILE
SCHOOL CHARACTERISTICS

Student Population Mobility

Membership	New Enrollment	Withdrawals	Transfer Out	Transfer In	Total Mobility	Percent Mobility
2,169	214	350	114	64	742	34.2%

Ethnicity Report--October 1996

White	Black	American Native	Asian / Pac Islander	Hispanic	Total Minority	School Total
1,583	119	157	206	85	567	2,150
73.6%	5.5%	7.3%	9.6%	4.0%	26.4%	

Total Dropout Rates

	American Natives	Asian/ Pacific Islanders	Black	Hispanics	Whites	Total
Enrollment	188	231	138	05	1.819	2,369
Final Dropouts	29	14	10	2	102	157
Percent Dropouts	15.43%	6.06%	7.30%	2.11%	5.94%	6.63%

Stability Rates of Students

Data Type	American Native	Asian/ Pac. Islander	Black	Hispanic	White	Total
Number	188	231	137	95	1,718	2,369
% in One Sch.	58.51%	77.92%	72.99%	81.05%	79.92%	77.67%
% in Same Sch.	50.00%	56.71%	53.28%	58.95%	59.43%	58.04%

DIMOND HIGH SCHOOL PROFILE
ACHIEVEMENT PROFILE

CAT Percentile Rank Scores and Number Tested

SUBTEST		GRADE		
		9	10	11
Reading Vocabulary	%ile	55	60	55
	No.	522	482	367
Reading Comprehension	%ile	62	64	58
	No.	522	482	368
Total Reading	**%ile**	**61**	**64**	**57**
	No.	521	481	367
Language Mechanics	%ile	57	55	52
	No.	524	483	368
Language Expression	%ile	56	54	49
	No.	524	484	368
Total Language	**%ile**	**57**	**55**	**51**
	No.	524	483	368
Math Computation	%ile	65	62	62
	No.	523	484	369
Math Concepts and Applications	%ile	71	72	66
	No.	523	485	369
Total Mathematics	**%ile**	**69**	**67**	**66**
	No.	523	484	369
Total Battery	**%ile**	**65**	**64**	**60**
	No.	519	481	367
Study Skills	%ile	58	53	53
	No.	524	484	369
Spelling	%ile	52	50	47
	No.	524	482	368
Science	%ile	64	68	53
	No.	524	485	368
Social Studies	%ile	63	61	54
	No.	524	485	368

Historical Performances
ITBS Percentile Rank Scores 1992-93 to 1994-95
CAT Percentile Rank Scores 1995-96 and 1996-97

Grade	Area	96-97	95-96	94-95	93-94	92-93
11	Total Reading	57	58	62	55	60
11	Total Language Arts	51	57	N/A	N/A	N/A
11	Total Mathematics	66	69	68	62	69

DIMOND HIGH SCHOOL PROFILE
ACHIEVEMENT PROFILE

SAT / ACT

Test	Students/Subject	96-97	95-96	94-95	93-94	92-93
	Number Graduates	409	374	394	372	354
SAT	Percent Tested	65.5%	63.1%	59.9%	50.8%	61.0%%
	Verbal	509	509	425	419	423
	Math	531	524	493	492	482
ACT	Percent Tested	31.5%	37.7%	36.3%	29.3%	30.2%
	English	21.7	21.4	21.6	21.1	21.1
	Math	23.6	22.8	22.5	21.1	21.6

Progress Toward Graduation

	Average Credits Earned			
Area	9th	10th	11th	12th
Language Arts	.91	.95	1.01	.99
Mathematics	.89	.87	.74	.58
Science	.89	.82	.62	.37
Social Studies	.87	.86	.62	.98
Others	1.93	1.86	2.42	2.07
Total	5.49	5.35	5.42	4.99

GOAL	LEVEL OF ACHIEVEMENT
Inter-disciplinary projects be undertaken to increase student understanding	Successful
Promote respect and appreciation for the richness and diversity of peoples and cultures	Successful
Support and practice inclusion principle of placing students in least restrictive environment for educational needs	Successful
Student assistance programs will be expanded and emphasize school-wide awareness of existence and benefit	Successful

DIMOND HIGH SCHOOL PROFILE
ACHIEVEMENT PROFILE

Continuing Student Progress
Spring 1996-97
Expected Gain

Grade/Area		Number Tested	% Achieved Less Than One Year's Growth	% Achieved One Yr.'s Growth	% Achieved More Than One Year's Growth	1996 Mean	1997 Mean
9	Reading	446	31.4	43.3	25.3	57	55*
	Lang. Arts	449	28.5	37.2	34.3	53	54
	Math	439	26.2	38.7	35.1	59	61*
10	Reading**	43	11.6	20.9	67.4	45	61*
	Lang. Arts	364	36.5	38.5	25.0	58	56*
	Math	367	29.4	42.5	28.1	62	62
11	Reading**	32	46.9	21.9	31.3	53	56
	Lang. Arts	297	43.1	39.1	17.8	57	52*
	Math	299	38.8	41.5	19.7	64	61*

* -- Indicates Significant Difference in Means at .05 Level

** Dimond did not administer the vocabulary test to a majority of 10th and 11th graders in Spring '96.

Table 184

EAST HIGH SCHOOL PROFILE
SCHOOL CHARACTERISTICS

September 30, 1996 Membership	2,035
Percent of Capacity	104%
Special Education	241
Gifted	11
Bilingual	164

AVERAGE DAILY ATTENDANCE/ AVERAGE DAILY MEMBERSHIP

Average Daily Attendance	1,759.4
Average Daily Membership	1,903.6
Percentage of Daily Attendance	92.4%

CLASSROOM GROUPS

	20 & below	21 to 30	31 +
English	9	25	35
Math	6	31	20
Science	1	35	19
Social Studies	8	20	33

STAFFING	FTE
Principals/ Asst. Principals/Dean	5.0
Classroom Teachers	71.0
Librarians	1.0
Special Education Teachers	16.4
Bilingual Teachers	3.5
Counselors	5.0
Indian Ed. Community Counselor	1.0
Nurses	1.0
Nurse Assistants	1.0
Special Education Aides	4.625
Bilingual Tutors	1.75
Clerical Support Staff	8.0
Custodians	11.0

Budget *

1995-96 Expenditures	$7,247,772
1996-97 Budgeted Amount	$7,253,957
1997-98 Adopted Budget	$7,237,513

* Dollars budgeted or expended are general fund only.

Special Programs: Alaska School for the Deaf, Bilingual Ed., Elitnaurvik-Within-East, Indian Ed., Migrant Ed., School-Within-A-School

EAST HIGH SCHOOL PROFILE
SCHOOL CHARACTERISTICS

Student Population Mobility

Membership	New Enrollment	Withdrawals	Transfer Out	Transfer In	Total Mobility	Percent Mobility
2,035	216	437	102	82	837	41.1%

Ethnicity Report--October 1996

White	Black	American Native	Asian / Pac Islander	Hispanic	Total Minority	School Total
1,096	320	270	234	103	927	2,023
54.2%	15.8%	13.4%	11.6%	5.1%	45.8%	

Total Dropout Rates

	American Natives	Asian/ Pacific Islanders	Black	Hispanics	Whites	Total
Enrollment	326	265	362	116	1,167	2,236
Final Dropouts	67	32	31	17	80	227
Percent Dropouts	20.55%	12.08%	8.56%	14.66%	6.86%	10.15%

Stability Rates of Students

Data Type	American Native	Asian/ Pac. Islander	Black	Hispanic	White	Total
Number	326	265	362	116	1,167	2,236
% in One Sch.	54.29%	69.81%	71.55%	65.52%	80.21%	73.03%
% in Same Sch.	42.64%	51.32%	55.80%	37.07%	61.53%	55.37%

EAST HIGH SCHOOL PROFILE
ACHIEVEMENT PROFILE

CAT Percentile Rank Scores
and Number Tested

SUBTEST		GRADE		
		9	10	11
Reading Vocabulary	%ile	45	52	55
	No.	463	465	340
Reading Comprehension	%ile	55	60	62
	No.	464	466	343
Total Reading	**%ile**	**52**	**57**	**59**
	No.	463	465	340
Language Mechanics	%ile	51	51	52
	No.	465	468	344
Language Expression	%ile	51	51	51
	No.	465	468	344
Total Language	**%ile**	**50**	**52**	**52**
	No.	465	468	344
Math Computation	%ile	56	57	59
	No.	465	468	344
Math Concepts and Applications	%ile	65	66	66
	No.	464	468	344
Total Mathematics	**%ile**	**61**	**62**	**64**
	No.	464	468	344
Total Battery	**%ile**	**56**	**59**	**60**
	No.	462	465	339
Study Skills	%ile	50	49	56
	No.	465	468	344
Spelling	%ile	48	55	49
	No.	464	467	343
Science	%ile	61	62	59
	No.	465	468	344
Social Studies	%ile	65	59	63
	No.	465	467	344

Historical Performances
ITBS Percentile Rank Scores 1992-93 to 1994-95
CAT Percentile Rank Scores 1995-96 and 1996-97

Grade	Area	96-97	95-96	94-95	93-94	92-93
11	Total Reading	59	51	59	54	57
11	Total Language Arts	52	51	N/A	N/A	N/A
11	Total Mathematics	64	57	59	54	62

EAST HIGH SCHOOL PROFILE
ACHIEVEMENT PROFILE

SAT / ACT

Test	Students/Subject	96-97	95-96	94-95	93-94	92-93
	Number Graduates	374	346	300	325	337
SAT	Percent Tested	62.0%	55.8%	51.0%	46.5%	45.7%
	Verbal	506	522	427	432	445
	Math	500	516	474	477	496
ACT	Percent Tested	17.1%	19.9%	23.7%	16.3%	21.1%
	English	21.3	21.8	20.3	21.0	21.2
	Math	23.1	21.3	20.1	21.3	22.0

Progress Toward Graduation

	Average Credits Earned			
Area	9th	10th	11th	12th
Language Arts	.87	.89	.99	1.01
Mathematics	.77	.73	.62	.44
Science	.80	.70	.61	.47
Social Studies	.76	.77	.52	.80
Others	1.79	1.68	2.17	2.23
Total	4.98	4.78	4.91	4.95

GOAL	LEVEL OF ACHIEVEMENT
Improve academic achievement among low-achieving, disengaged students	Partially Successful
Personalize the environment so that students feel more comfortable, secure, and cared for	Successful
Continue Community-School collaboration and partnerships	Partially Successful

EAST HIGH SCHOOL PROFILE
ACHIEVEMENT PROFILE

Continuing Student Progress
Spring 1996-97
Expected Gain

Grade/Area		Number Tested	% Achieved Less Than One Year's Growth	% Achieved One Yr.'s Growth	% Achieved More Than One Year's Growth	1996 Mean	1997 Mean
9	Reading	393	34.1	42.0	23.9	55	52*
	Lang. Arts	396	24.0	40.2	35.9	50	51*
	Math	390	17.7	44.6	37.7	54	57*
10	Reading	382	25.1	41.9	33.0	54	56*
	Lang. Arts	385	29.6	46.8	23.6	54	53
	Math	385	31.9	43.6	24.4	60	59
11	Reading	303	40.3	39.9	19.8	60	57*
	Lang. Arts	305	36.4	44.3	19.3	55	53*
	Math	305	37.0	42.3	20.7	61	59*

* -- Indicates Significant Difference in Means at .05 Level

Table 185

SERVICE HIGH SCHOOL PROFILE
SCHOOL CHARACTERISTICS

September 30, 1996 Membership	**2,316**
Percent of Capacity	111%
Special Education	219
Gifted	37
Bilingual	53

AVERAGE DAILY ATTENDANCE/ AVERAGE DAILY MEMBERSHIP

Average Daily Attendance	2,100.3
Average Daily Membership	2,258.3
Percentage of Daily Attendance	93.0%

CLASSROOM GROUPS

	20 & below	21 to 30	31 +
English	6	36	38
Math	3	25	38
Science	2	25	35
Social Studies	4	21	42

STAFFING	**FTE**
Principals/ Asst. Principals/Dean	5.0
Classroom Teachers	78.0
Librarians	1.0
Special Education Teachers	11.2
Bilingual Teachers	1.0
Counselors	6.0
Nurses	1.0
Nurse Assistants	1.0
Media/Career Resource Aides	3.0
Special Education Aides	4.0
Bilingual Tutors	1.0
Clerical Support Staff	9.0
Custodians	11.0

Budget *

1995-96 Expenditures	$7,874,873
1996-97 Budgeted Amount	$7,596,448
1997-98 Adopted Budget	$7,965,135

* Dollars budgeted or expended are general fund only.

Special Programs: Bilingual Ed., Community School

SERVICE HIGH SCHOOL PROFILE
SCHOOL CHARACTERISTICS

Student Population Mobility

Membership	New Enrollment	Withdrawals	Transfer Out	Transfer In	Total Mobility	Percent Mobility
2,316	173	246	99	44	562	24.3%

Ethnicity Report--October 1996

White	Black	American Native	Asian / Pac Islander	Hispanic	Total Minority	School Total
1,938	84	124	110	51	369	2,307
84.0%	3.6%	5.4%	4.8%	2.2%	16.0%	

Total Dropout Rates

	American Natives	Asian/ Pacific Islanders	Black	Hispanics	Whites	Total
Enrollment	148	115	98	66	2,040	2,467
Final Dropouts	15	2	3	5	59	84
Percent Dropouts	10.14%	1.74%	3.06%	7.58%	2.89%	3.40%

Stability Rates of Students

Data Type	American Native	Asian/ Pac. Islander	Black	Hispanic	White	Total
Number	148	115	98	66	2,040	2,467
% in One Sch.	66.89%	86.96%	74.49%	60.61%	85.59%	83.42%
% in Same Sch.	44.59%	54.78%	47.96%	45.45%	62.16%	59.75%

SERVICE HIGH SCHOOL PROFILE
ACHIEVEMENT PROFILE

CAT Percentile Rank Scores and Number Tested

SUBTEST		GRADE		
		9	10	11
Reading Vocabulary	%ile	63	64	64
	No.	605	525	476
Reading Comprehension	%ile	70	68	65
	No.	605	525	476
Total Reading	**%ile**	**69**	**68**	**65**
	No.	605	525	476
Language Mechanics	%ile	65	57	54
	No.	606	527	476
Language Expression	%ile	66	60	58
	No.	606	528	477
Total Language	**%ile**	**66**	**59**	57
	No.	606	527	476
Math Computation	%ile	68	67	66
	No.	607	528	478
Math Concepts and Applications	%ile	78	75	70
	No.	605	527	474
Total Mathematics	**%ile**	**74**	**72**	**70**
	No.	605	526	474
Total Battery	**%ile**	73	**70**	**67**
	No.	603	522	472
Study Skills	%ile	65	57	60
	No.	603	525	449
Spelling	%ile	56	51	48
	No.	606	528	476
Science	%ile	75	75	69
	No.	603	523	448
Social Studies	%ile	72	66	62
	No.	603	523	444

Historical Performances
ITBS Percentile Rank Scores 1992-93 to 1994-95
CAT Percentile Rank Scores 1995-96 and 1996-97

Grade	Area	96-97	95-96	94-95	93-94	92-93
11	Total Reading	65	64	70	69	64
11	Total Language Arts	57	57	N/A	N/A	N/A
11	Total Mathematics	70	70	73	69	75

SERVICE HIGH SCHOOL PROFILE
ACHIEVEMENT PROFILE

SAT / ACT

Test	Students/Subject	96-97	95-96	94-95	93-94	92-93
	Number Graduates	448	491	430	416	426
SAT	Percent Tested	64.1%	63.1%	63.5%	63.7%	64.3%
	Verbal	538	546	465	453	446
	Math	545	553	520	505	497
ACT	Percent Tested	43.1%	52.3%	52.6%	48.8%	47.2%
	English	21.8	22.6	22.9	22.9	22.0
	Math	24.2	23.5	23.5	22.7	22.1

Progress Toward Graduation

Area	Average Credits Earned 9th	10th	11th	12th
Language Arts	.90	.89	.96	1.00
Mathematics	.91	.86	.78	.53
Science	.89	.82	.67	.48
Social Studies	.90	.92	.57	.87
Others	1.85	1.90	2.34	2.10
Total	5.45	5.38	5.32	4.99

GOAL	LEVEL OF ACHIEVEMENT
Academic excellence for all students	Successful
Action learning	Successful
Positive school climate	Successful
Staff, student, and parent involvement in school affairs and school improvement	Successful

SERVICE HIGH SCHOOL PROFILE
ACHIEVEMENT PROFILE

Continuing Student Progress
Spring 1996-97
Expected Gain

Grade/Area	Number Tested	% Achieved Less Than One Year's Growth	% Achieved One Yr.'s Growth	% Achieved More Than One Year's Growth	1996 Mean	1997 Mean
9 Reading	528	32.6	39.0	28.4	61	61
Lang. Arts	529	25.5	40.8	33.6	58	59*
Math	529	18.0	42.2	39.9	60	64*
10 Reading	459	27.5	38.6	34.0	60	60
Lang. Arts	461	33.2	41.0	25.8	57	56*
Math	460	30.4	38.3	31.3	63	64
11 Reading	418	41.9	40.7	17.5	64	60*
Lang. Arts	418	41.9	37.3	20.8	59	55*
Math	416	36.3	42.1	21.6	63	62*

* -- Indicates Significant Difference in Means at .05 Level

Table 186

WEST HIGH SCHOOL PROFILE
SCHOOL CHARACTERISTICS

September 30, 1996 Membership	1,591
Percent of Capacity	83%
Special Education	194
Gifted	5
Bilingual	159

AVERAGE DAILY ATTENDANCE/ AVERAGE DAILY MEMBERSHIP

Average Daily Attendance	1,355.6
Average Daily Membership	1,510.6
Percentage of Daily Attendance	89.7%

CLASSROOM GROUPS

	20 & below	21 to 30	31 +
English	11	29	15
Math	3	14	25
Science	2	22	16
Social Studies	1	12	27

STAFFING	FTE
Principals/ Asst. Principals/Dean	5.0
Classroom Teachers	54.0
Librarians	1.0
Special Education Teachers	12.2
Bilingual Teachers	2.5
Counselors	6.0
Indian Ed. Community Counselor	1.0
Nurses	1.0
Nurse Assistants	1.0
Special Education Aides	4.5
Bilingual Tutors	1.0
Media/Career Resource Aides	2.0
Clerical Support Staff	8.0
Custodians	11.0

Budget *

1995-96 Expenditures	$6,319,356
1996-97 Budgeted Amount	$6,148,880
1997-98 Adopted Budget	$6,355,001

* Dollars budgeted or expended are general fund only.

Special Programs: Bilingual Ed., Indian Ed., Migrant Ed.

WEST HIGH SCHOOL PROFILE
SCHOOL CHARACTERISTICS

Student Population Mobility

Membership	New Enrollment	Withdrawals	Transfer Out	Transfer In	Total Mobility	Percent Mobility
1,591	224	349	109	65	747	47.0%

Ethnicity Report--October 1996

White	Black	American Native	Asian / Pac Islander	Hispanic	Total Minority	School Total
863	181	207	223	112	723	1,586
54.4%	11.4%	13.1%	14.1%	7.1%	45.6%	

Total Dropout Rates

	American Natives	Asian/ Pacific Islanders	Black	Hispanics	Whites	Total
Enrollment	260	255	215	140	939	1,809
Final Dropouts	45	25	21	13	62	166
Percent Dropouts	17.31%	9.80%	9.77%	9.29%	6.60%	9.18%

Stability Rates of Students

Data Type	American Native	Asian/ Pac. Islander	Black	Hispanic	White	Total
Number	260	255	215	140	939	1,809
% in One Sch.	54.62%	71.76%	61.40%	61.43%	76.04%	69.49%
% in Same Sch.	43.85%	53.73%	46.51%	46.43%	56.23%	52.18%

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WEST HIGH SCHOOL PROFILE
ACHIEVEMENT PROFILE

CAT Percentile Rank Scores and Number Tested

SUBTEST		GRADE		
		9	10	11
Reading Vocabulary	%ile	48	50	49
	No.	359	365	270
Reading Comprehension	%ile	55	54	49
	No.	359	366	271
Total Reading	**%ile**	**53**	**53**	**49**
	No.	358	365	269
Language Mechanics	%ile	58	50	52
	No.	358	367	272
Language Expression	%ile	52	47	45
	No.	358	368	272
Total Language	**%ile**	**55**	**49**	**48**
	No.	357	367	272
Math Computation	%ile	57	53	56
	No.	359	369	271
Math Concepts and Applications	%ile	63	64	59
	No.	358	369	271
Total Mathematics	**%ile**	**60**	**58**	**58**
	No.	358	369	271
Total Battery	**%ile**	**59**	**55**	**53**
	No.	353	365	269
Study Skills	%ile	49	45	45
	No.	357	364	272
Spelling	%ile	50	48	46
	No.	358	367	271
Science	%ile	59	59	48
	No.	357	365	272
Social Studies	%ile	60	52	48
	No.	354	365	271

Historical Performances
ITBS Percentile Rank Scores 1992-93 to 1994-95
CAT Percentile Rank Scores 1995-96 and 1996-97

Grade	Area	96-97	95-96	94-95	93-94	92-93
11	Total Reading	49	50	54	58	55
11	Total Language Arts	48	45	N/A	N/A	N/A
11	Total Mathematics	58	58	55	61	65

WEST HIGH SCHOOL PROFILE
ACHIEVEMENT PROFILE

SAT / ACT

Test	Students/Subject	96-97	95-96	94-95	93-94	92-93
	Number Graduates	246	248	217	229	258
SAT	Percent Tested	56.9%	46.4%	51.6%	56.8%	60.5%
	Verbal	511	517	461	405	426
	Math	519	519	521	482	481
ACT	Percent Tested	14.2%	12.9%	19.4%	17.9%	22.9%
	English	19.5	21.4	23.5	20.9	22.2
	Math	22.1	21.1	23.0	21.7	22.4

Progress Toward Graduation

	Average Credits Earned			
Area	9th	10th	11th	12th
Language Arts	.88	.90	.94	.96
Mathematics	.78	.75	.64	.38
Science	.85	.71	.63	.35
Social Studies	.78	.68	.74	.89
Others	1.71	1.83	2.03	2.07
Total	5.01	4.89	4.99	4.65

GOAL	LEVEL OF ACHIEVEMENT
Promote strong instructional programs for 21st century	Partially Successful
Meet specific department goals	Partially Successful
Increase parent involvement in West	Partially Successful
Improve ability of all students to read through proven instructional strategies	Partially Successful

WEST HIGH SCHOOL PROFILE
ACHIEVEMENT PROFILE

Continuing Student Progress
Spring 1996-97
Expected Gain

Grade/Area	Number Tested	% Achieved Less Than One Year's Growth	% Achieved One Yr.'s Growth	% Achieved More Than One Year's Growth	1996 Mean	1997 Mean
9 Reading	300	38.0	37.0	25.0	55	53*
Lang. Arts	300	29.7	37.0	33.3	51	54*
Math	299	27.4	44.1	28.4	57	57
10 Reading	287	25.1	38.3	36.6	52	54*
Lang. Arts	288	22.9	45.5	31.6	50	51
Math	291	43.3	37.8	18.9	61	56*
11 Reading	219	48.9	41.1	10.0	58	51*
Lang. Arts	220	36.8	39.1	24.1	53	51*
Math	217	42.4	39.2	18.4	59	56*

* -- Indicates Significant Difference in Means at .05 Level

Table 187

BENNY BENSON SCHOOL PROFILE
SCHOOL CHARACTERISTICS

September 30, 1996 Membership	
Search	96
SAVE	234
Percent of Capacity	
Search	104%
SAVE	102%
Special Education	37
Gifted	0
Bilingual	27

AVERAGE DAILY ATTENDANCE/ AVERAGE DAILY MEMBERSHIP	
Average Daily Attendance	
Search	69.9
SAVE	177.4
Average Daily Membership	
Search	81.0
SAVE	203.1
Percentage of Daily Attendance	
Search	86.3%
SAVE	87.4%

CLASSROOM GROUPS

	20 & below	21 to 30	31 +
English			
Math			
Science			
Social Studies			

STAFFING	**FTE**
Principals/ Asst. Principals	1.0
Classroom Teachers	16.0
Special Ed. Teachers	3.0
Counselors	1.0
Nurses	.5
Bilingual Tutors	.25
Clerical Support Staff	2.0
Custodians	1.0

Budget *

	Search	SAVE
1995-96 Expenditures	$438,560	$1,107,059
1996-97 Budgeted Amount	$434,999	$1,045,332
1997-98 Adopted Budget	$428,516	$1,045,332

* Dollars budgeted or expended are general fund only.

Special Programs: Bilingual Ed., Migrant Ed.

BENNY BENSON SCHOOL PROFILE
SCHOOL CHARACTERISTICS

Student Population Mobility

	Membership	New Enrollment	Withdrawals	Transfer Out	Transfer In	Total Mobility	Percent Mobility
Search	96	57	156	39	77	329	342.7%
SAVE	254	65	250	9	124	448	176.4%

Ethnicity Report--October 1996

	White	Black	American Native	Asian / Pac Islander	Hispanic	Total Minority	School Total
Search							
	59	12	17	1	6	36	95
	62.1%	12.6%	17.9%	1.1%	6.3%	37.9%	
SAVE							
	138	47	30	12	11	100	238
	58.0%	19.8%	12.6%	5.0%	4.6%	42.0%	

Free/Reduced Price Lunch Information

Year	School Level	Number in Attendance Area	Number of Children from Low Income Families *	Percent of Children from Low Income Families *
1996-97	High School	330	56	40.5%

* Estimate of children from low income families is based on Free/Reduced Lunch Program.

Total Dropout Rates

	American Natives	Asian/Pacific Islanders	Black	Hispanics	Whites	Total
Search						
Enrollment	39	7	30	11	115	202
Final Dropouts	24	4	13	8	61	110
Percent Dropouts	61.54%	57.14%	43.33%	72.73%	53.04%	54.46%
SAVE						
Enrollment	57	14	73	23	239	406
Final Dropouts	34	9	32	11	118	204
Percent Dropouts	59.65%	64.29%	43.83%	47.83%	49.37%	50.25%

BENNY BENSON/SAVE SCHOOL PROFILE
SCHOOL CHARACTERISTICS

Stability Rates of Students

Data Type	American Native	Asian/ Pac. Islander	Black	Hispanic	White	Total
Search						
Number	39	7	30	11	115	202
% in One Sch.	2.56%	0.00%	3.33%	0.00%	0.00%	0.99%
% in Same Sch.	7.69%	0.00%	6.67%	9.09%	9.57%	8.42%
SAVE						
Number	57	14	73	23	239	406
% in One Sch.	15.79%	14.29%	26.03%	8.70%	20.92%	20.20%
% in Same Sch.	14.04%	14.29%	32.88%	8.70%	22.59%	22.17%

ACHIEVEMENT PROFILE

CAT Percentile Rank Scores
and Number Tested

SUBTEST		GRADE				
		7	8	9	10	11
Reading Vocabulary	%ile	37	24	43	35	34
	No.	26	43	41	33	54
Reading Comprehension	%ile	44	29	48	41	29
	No.	25	44	41	33	54
Total Reading	**%ile**	**40**	**26**	**46**	**37**	**30**
	No.	25	43	41	33	54
Language Mechanics	%ile	45	22	49	31	36
	No.	25	44	40	33	49
Language Expression	%ile	30	28	48	34	24
	No.	25	44	40	32	50
Total Language	**%ile**	**35**	**24**	**49**	**34**	**29**
	No.	25	44	40	32	49
Math Computation	%ile	26	16	31	33	30
	No.	27	44	37	30	53
Math Concepts and Applications	%ile	37	41	45	40	39
	No.	28	44	38	30	53
Total Mathematics	**%ile**	**30**	**23**	**36**	**34**	**33**
	No.	27	42	37	30	53
Total Battery	**%ile**	**36**	**23**	**47**	**36**	**30**
	No.	23	41	36	30	47
Study Skills	%ile	37	19	52	31	32
	No.	28	44	38	30	53
Spelling	%ile	46	26	45	36	29
	No.	26	44	41	33	52
Science	%ile	42	46	64	50	32
	No.	28	44	38	30	53
Social Studies	%ile	42	28	61	37	32
	No.	27	43	38	30	53

BENNY BENSON SCHOOL PROFILE
ACHIEVEMENT PROFILE

Historical Performances
ITBS Percentile Rank Scores 1992-93 to 1994-95
CAT Percentile Rank Scores 1995-96 and 1996-97

Grade	Area	96-97	95-96	94-95	93-94	92-93
8	Total Reading	26	37	39		
	Total Language Arts	24	24	33		
	Total Mathematics	23	29	31		
11	Total Reading	30	31	37	40	39
	Total Language Arts	29	31	N/A	N/A	N/A
	Total Mathematics	33	30	31	30	16

Progress Toward Graduation

Area	Average Credits Earned 9th	 10th	 11th	 12th
Language Arts	.25	.25	.00	.00
Mathematics	.00	.25	.50	.00
Science	.00	.25	.00	.00
Social Studies	.00	.50	.00	.00
Others	.38	.88	.75	.00
Total	.63	2.13	1.25	.00

GOAL	LEVEL OF ACHIEVEMENT
Coordinate and sequence instructional materials used in SEARCH and SAVE	Successful
Improve reading scores of students who have attended for one year	Successful
School-wide plan for computer education	Successful

BENNY BENSON SCHOOL PROFILE
ACHIEVEMENT PROFILE

Continuing Student Progress
Spring 1996-97
Expected Gain

Grade/Area		Number Tested	% Achieved Less Than One Year's Growth	% Achieved One Yr.'s Growth	% Achieved More Than One Year's Growth	1996 Mean	1997 Mean
8	Reading	8	50.0	37.5	12.5	46	41
	Lang. Arts	8	25.0	25.0	50.0	35	38
	Math	8	62.5	25.0	12.5	40	30
9	Reading	20	30.0	25.0	35.0	37	46
	Lang. Arts	19	15.3	42.1	47.4	39	46
	Math	16	18.8	43.8	37.5	34	39
10	Reading	8	37.5	25.0	37.5	39	41
	Lang. Arts	8	0.0	50.0	50.0	32	40*
	Math	7	42.9	14.3	42.9	37	34
11	Reading	12	41.7	16.7	41.7	40	36
	Lang. Arts	10	50.0	40.0	10.0	41	35
	Math	12	33.3	25.0	41.7	38	40

* -- Indicates Significant Difference in Means at .05 Level

Table 188

DENALI ELEMENTARY/MIDDLE LEVEL PROFILE
SCHOOL CHARACTERISTICS

September 30, 1996 Membership sec 35	536
Percent of Capacity	113%
Special Education	80
Gifted	51
Bilingual	51

AVERAGE DAILY ATTENDANCE/
AVERAGE DAILY MEMBERSHIP

Average Daily Attendance
elem. 462.7 sec 33.5
Average Daily Membership
elem. 494.3 sec 35.7
Percentage of Daily Attendance
elem. 93.6 sec 93.7%

CLASSROOM GROUPS

	20 & below	21 to 30	31 +
Primary	-	2	-
Intermediate	1	-	-
Combination	4	6	1

STAFFING	FTE
Principals/ Asst. Principals	1.0
Classroom Teachers	14.0
Librarians	1.0
Special Education Teachers	6.3
Music Teachers	1.2
Art Teachers	.7
Phys. Ed. Teachers	1.2
Counselors	1.0
Title I Specialists	1.5
Nurses	1.0
Health Attendant	.8125
Teacher Assistants/Aides	1.75
Special Education Aides	5.25
Title I Coordinators	.5
Bilingual Tutors	2.0
Indian Ed. Tutor/Counselor	1.0
Clerical Support Staff	1.875
Custodians	3.0

Budget *

1995-96 Expenditures	$2,131,070
1996-97 Budgeted Amount	$2,224,754
1997-98 Adopted Budget	$2,054,825

* Dollars budgeted or expended are general fund only.

Special Programs: Bilingual Ed., Full-Day Kindergarten, Indian Ed., Migrant Ed., Montessori, Special Ed. Intensive Service Site, Title I

DENALI ELEMENTARY/MIDDLE LEVEL PROFILE
SCHOOL CHARACTERISTICS

Student Population Mobility

Membership		New Enrollment	Withdrawals	Transfer Out	Transfer In	Total Mobility	Percent Mobility
Elem.	501	47	43	73	50	213	42.5%
Jr. Hi.	35	2	3	6	5	16	45.7%

Ethnicity Report--October 1996

	White	Black	American Native	Asian / Pac Islander	Hispanic	Total Minority	School Total
Elem.	289	52	91	35	36	214	503
	57.5%	10.3%	18.1%	7.0%	7.2%	42.5%	
Jr.Hi.	27	1	6	0	2	9	36
	75.0%	2.8%	16.7%	0%	5.6%	25.0%	

Free/Reduced Price Lunch Information

Year	School Level	Number in Attendance Area	Number of Children from Low Income Families *	Percent of Children from Low Income Families *
1996-97	Elementary	501	159	31.7%
	Secondary	35	6	17.1%

* Estimate of children from low income families is based on Free/Reduced Lunch Program.

Retention Report

Grade Repeated	1	2	3	4	5	6	Total
Number Not Promoted	0	0	0	0	1	1	2
Percent Not Promoted	0%	0%	00	0%	1.5%	1.7%	0.5%

Stability Rates of Students

Data Type	American Native	Asian/ Pac. Islander	Black	Hispanic	White	Total
Elementary						
Number	119	37	75	43	312	586
% in One Sch	56.30%	54.05%	61.33%	65.12%	83.65%	72.01%
% in Same Sch.	50.42%	59.46%	46.67%	58.14%	67.63%	60.24%
Secondary						
Number	7	2	2	1	31	43
% in One Sch	71.43%	100.00%	50.00%	0.00%	70.97%	69.77%
% in Same Sch.	14.29%	0.00%	0.00%	0.00%	32.26%	25.58%

DENALI ELEMENTARY/MIDDLE LEVEL PROFILE
ACHIEVEMENT PROFILE

CAT Percentile Rank Scores
and Number Tested

SUBTEST		GRADE			
		3	4	5	6
Reading Vocabulary	%ile	57	67	63	60
	No.	70	50	61	53
Reading Comprehension	%ile	63	65	71	66
	No.	69	51	62	53
Total Reading	**%ile**	**63**	**68**	**69**	**64**
	No.	69	50	61	53
Language Mechanics	%ile	44	52	71	53
	No.	70	52	62	54
Language Expression	%ile	66	59	70	67
	No.	70	52	62	54
Total Language	**%ile**	**56**	**57**	**72**	**60**
	No.	70	52	62	54
Math Computation	%ile	51	43	58	57
	No.	70	52	62	54
Math Concepts and Applications	%ile	60	67	78	70
	No.	70	51	62	54
Total Mathematics	**%ile**	**57**	**55**	**72**	**63**
	No.	70	51	62	54
Total Battery	**%ile**	**60**	**62**	**74**	**63**
	No.	69	49	61	53
Word Analysis	%ile	58			
	No.	70			
Study Skills	%ile		68	70	66
	No.		50	61	54
Spelling	%ile	51	71	64	66
	No.	70	51	62	54
Science	%ile	75	65	60	59
	No.	70	50	61	54
Social Studies	%ile	62	60	68	66
	No.	70	51	61	54

DENALI ELEMENTARY/MIDDLE LEVEL PROFILE
ACHIEVEMENT PROFILE

CAT Percentile Rank Scores
and Number Tested

SUBTEST		GRADE	
		7	8
Reading Vocabulary	%ile	57	83
	No.	19	12
Reading Comprehension	%ile	78	65
	No.	19	12
Total Reading	**%ile**	**70**	**78**
	No.	19	12
Language Mechanics	%ile	48	52
	No.	19	12
Language Expression	%ile	60	48
	No.	19	12
Total Language	**%ile**	**54**	**49**
	No.	19	12
Math Computation	%ile	41	44
	No.	19	12
Math Concepts and Applications	%ile	52	76
	No.	19	12
Total Mathematics	**%ile**	**46**	**59**
	No.	19	12
Total Battery	**%ile**	**57**	**65**
	No.	19	12
Study Skills	%ile	57	51
	No.	19	12
Spelling	%ile	53	42
	No.	19	12
Science	%ile	66	83
	No.	19	12
Social Studies	%ile	67	84
	No.	19	12

DENALI ELEMENTARY/MIDDLE LEVEL PROFILE
ACHIEVEMENT PROFILE

Historical Performances
ITBS Percentile Rank Scores 1992-93 to 1994-95
CAT Percentile Rank Scores 1995-96 and 1996-97

Grade	Area	96-97	95-96	94-95	93-94	92-93
4	Total Reading	68	68	56	54	57
4	Total Language Arts	57	60	43	49	44
4	Total Mathematics	55	63	49	56	57
6	Total Reading	64	59	55	55	52
6	Total Language Arts	60	54	53	54	53
6	Total Mathematics	63	60	52	59	52
8	Total Reading	78	N/A	N/A	N/A	N/A
8	Total Language Arts	49	N/A	N/A	N/A	N/A
8	Total Mathematics	59	N/A	N/A	N/A	N/A

GOAL	LEVEL OF ACHIEVEMENT
Increase academic engaged time	Successful
Develop and implement school-wide reading involvement activities	Successful
Expand wellness program	Successful

DENALI ELEMENTARY/MIDDLE LEVEL PROFILE
ACHIEVEMENT PROFILE

Continuing Student Progress
Spring 1996-97
Expected Gain

Grade/Area		Number Tested	% Achieved Less Than One Year's Growth	% Achieved One Yr.'s Growth	% Achieved More Than One Year's Growth	1996 Mean	1997 Mean
4	Reading	42	23.8	45.2	31.0	59	60
	Lang. Arts	41	12.2	36.6	51.2	46	56*
	Math	42	26.2	38.1	35.7	52	53
5	Reading	45	31.1	35.6	33.3	64	65
	Lang. Arts	48	16.7	31.3	52.1	57	62*
	Math	48	27.1	33.3	39.6	60	61
6	Reading	46	39.1	39.1	21.7	63	58
	Lang. Arts	46	34.8	32.6	32.6	58	58
	Math	46	13.0	23.9	63.0	50	59*
7	Reading	10	20.0	20.0	60.0	67	72
	Lang. Arts	10	50.0	20.0	30.0	64	63
	Math	10	40.0	20.0	40.0	58	59
8	Reading	9	33.3	44.4	22.2	69	71
	Lang. Arts	9	55.6	33.3	11.1	61	53
	Math	9	55.6	33.3	11.1	65	60

* -- Indicates Significant Difference in Means at .05 Level

Table 189

GIRDWOOD ELEMENTARY/JUNIOR HIGH PROFILE
SCHOOL CHARACTERISTICS

September 30, 1996 Membership	**144**
Percent of Capacity	76%
Special Education	21
Gifted	16
Bilingual	0

AVERAGE DAILY ATTENDANCE/ AVERAGE DAILY MEMBERSHIP

Average Daily Attendance
elem. 110.3 sec 20.3
Average Daily Membership
elem. 117.7 sec 22.3
Percentage of Daily Attendance
elem. 93.7% sec 90.8%

CLASSROOM GROUPS

	20 & below	21 to 30	31+
Primary	2	-	-
Intermediate	-	1	-
Combination	2	1	-

STAFFING	**FTE**
Principals/ Asst. Principals	1.0
Classroom Teachers	5.5
Librarians	.5
Special Education Teachers	1.0
Gifted Teachers	.25
Art Teachers	.2
Phys. Ed. Teachers	.5
Nurses	.2
Special Education Aides	.75
Clerical Support Staff	1.0
Custodians	2.0
Music Teachers	.5

Budget *

1995-96 Expenditures	$840,316
1996-97 Budgeted Amount	$818,367
1997-98 Adopted Budget	$731,266

* Dollars budgeted or expended are general fund only.

Special Programs: Community School

GIRDWOOD ELEMENTARY/JUNIOR HIGH PROFILE
SCHOOL CHARACTERISTICS

Student Population Mobility

Membership		New Enrollment	Withdrawals	Transfer Out	Transfer In	Total Mobility	Percent Mobility
Elem.	118	7	10	2	2	21	17.8%
Jr. Hi.	26	1	4	2	0	7	26.9%

Ethnicity Report--October 1996

	White	Black	American Native	Asian / Pac Islander	Hispanic	Total Minority	School Total
Elem.	112	1	2	2	2	7	119
	94.1%	.8%	1.7%	1.7%	1.7%	5.9%	
Jr. Hi.	24	0	0	1	0	1	25
	96.0%	0%	0%	4.0%	0%	4.0%	

Free/Reduced Price Lunch Information

Year	School Level	Number in Attendance Area	Number of Children from Low Income Families *	Percent of Children from Low Income Families *
1996-97	Elementary	118	9	7.6%
	Secondary	26	2	7.7%

* Estimate of children from low income families is based on Free/Reduced Lunch Program.

Retention Report

Grade Repeated	1	2	3	4	5	6	7	8	Total
Number Not Promoted	0	0	0	0	0	0	0	1	1
Percent Not Promoted	0%	0%	0%	0%	0%	0%	0%	1.0%	11.0%

Stability Rates of Students

Data Type	American Native	Asian/ Pac. Islander	Black	Hispanic	White	Total
Number	3	2	1	2	119	127
% in One Sch	66.67%	50.00%	100.00%	100.00%	86.55%	85.83%
% in Same Sch.	33.33%	50.00%	100.00%	50.00%	78.99%	77.17%

GIRDWOOD ELEMENTARY/MIDDLE LEVEL PROFILE
ACHIEVEMENT PROFILE

CAT Percentile Rank Scores
and Number Tested

SUBTEST		GRADE			
		3	4	5	6
Reading Vocabulary	%ile	85	72	56	76
	No.	16	12	13	23
Reading Comprehension	%ile	90	65	78	76
	No.	16	12	13	23
Total Reading	**%ile**	**90**	**69**	**69**	**77**
	No.	16	12	13	23
Language Mechanics	%ile	67	41	61	77
	No.	16	12	13	23
Language Expression	%ile	76	70	74	79
	No.	15	12	13	23
Total Language	**%ile**	**73**	**54**	**69**	**80**
	No.	15	12	13	23
Math Computation	%ile	71	55	71	81
	No.	15	12	13	23
Math Concepts and Applications	%ile	90	90	76	91
	No.	16	12	13	23
Total Mathematics	**%ile**	**87**	**76**	**77**	**87**
	No.	15	12	13	23
Total Battery	**%ile**	**87**	**69**	**74**	**83**
	No.	15	12	13	23
Word Analysis	%ile	66			
	No.	16			
Study Skills	%ile		77	62	79
	No.		12	13	23
Spelling	%ile	40	45	34	61
	No.	16	12	13	23
Science	%ile	83	70	57	84
	No.	16	12	13	23
Social Studies	%ile	83	70	71	82
	No.	15	12	13	23

GIRDWOOD ELEMENTARY/MIDDLE LEVEL PROFILE
ACHIEVEMENT PROFILE

CAT Percentile Rank Scores and Number Tested

SUBTEST		GRADE	
		7	8
Reading Vocabulary	%ile	71	85
	No.	11	7
Reading Comprehension	%ile	74	79
	No.	11	7
Total Reading	**%ile**	**74**	**84**
	No.	11	7
Language Mechanics	%ile	71	82
	No.	11	7
Language Expression	%ile	52	84
	No.	11	7
Total Language	**%ile**	**66**	**84**
	No.	11	7
Math Computation	%ile	71	85
	No.	11	7
Math Concepts and Applications	%ile	75	97
	No.	11	7
Total Mathematics	**%ile**	**76**	**94**
	No.	11	7
Total Battery	**%ile**	**73**	**91**
	No.	11	7
Study Skills	%ile	65	67
	No.	11	7
Spelling	%ile	50	71
	No.	11	7
Science	%ile	84	86
	No.	11	7
Social Studies	%ile	69	90
	No.	10	7

GIRDWOOD ELEMENTARY/MIDDLE LEVEL PROFILE
ACHIEVEMENT PROFILE

Historical Performances
ITBS Percentile Rank Scores 1992-93 to 1994-95
CAT Percentile Rank Scores 1995-96 and 1996-97

Grade	Area	96-97	95-96	94-95	93-94	92-93
4	Total Reading	69	75			
4	Total Language Arts	54	69			
4	Total Mathematics	76	62			
6	Total Reading	77	72			
6	Total Language Arts	80	64			
6	Total Mathematics	87	79			
8	Total Reading	84	81	70	78	53
8	Total Language Arts	84	73	68	76	58
8	Total Mathematics	94	85	74	66	63

GOAL	LEVEL OF ACHIEVEMENT
Students gain greater understanding of scientific process	Successful
Develop more in-depth thinking skills	Successful
Continue junior high school student service program	Successful

GIRDWOOD ELEMENTARY/MIDDLE LEVEL PROFILE
ACHIEVEMENT PROFILE

Continuing Student Progress
Spring 1996-97
Expected Gain

Grade/Area		Number Tested	% Achieved Less Than One Year's Growth	% Achieved One Yr.'s Growth	% Achieved More Than One Year's Growth	1996 Mean	1997 Mean
4	Reading	11	27.3	36.4	36.4	58	61
	Lang. Arts	11	27.3	18.2	54.5	52	54
	Math	11	54.5	36.4	9.1	76	66*
5	Reading	10	50.0	40.0	10.0	69	59
	Lang. Arts	10	40.0	30.0	30.0	67	63
	Math	10	10.0	30.0	60.0	59	66
6	Reading	22	50.0	9.1	40.9	65	65
	Lang. Arts	22	22.7	22.7	54.5	62	68
	Math	23	8.7	34.8	56.5	62	73*
7	Reading	9	33.3	22.2	44.4	62	64
	Lang. Arts	9	22.2	55.6	22.2	60	58
	Math	10	30.0	60.0	10.0	66	64
8	Reading	7	71.4	0.0	28.6	79	71
	Lang. Arts	7	28.6	42.9	28.6	71	71
	Math	7	14.3	42.9	42.9	75	82

* -- Indicates Significant Difference in Means at .05 Level

Table 190

MCLAUGHLIN SECONDARY SCHOOL PROFILE
SCHOOL CHARACTERISTICS

September 30, 1996 Membership	**159**
Percent of Capacity	106%
Special Education	69
Gifted	
Bilingual	5

AVERAGE DAILY ATTENDANCE/ AVERAGE DAILY MEMBERSHIP

Average Daily Attendance	163.2
Average Daily Membership	163.3
Percentage of Daily Attendance	99.9

CLASSROOM GROUPS

	20 & below	21 to 30	31 +
English			
Math			
Science			
Social Studies			

STAFFING	**FTE**
Principals/ Asst. Principals	1.0
Classroom Teachers	11.0
Special Education Teachers	5.0
Counselors	1.0
Nurses (state funded)	2.0
Special Ed. Assistants	1.0
Bilingual Tutors	.25
Clerical Support Staff	3.0
Custodians (state funded)	1.0

Budget *

1995-96 Expenditures	$1,435,690
1996-97 Budgeted Amount	$1,441,374
1997-98 Adopted Budget	$1,435,682

* Dollars budgeted or expended are general fund only.

Special Programs: Bilingual Ed.

MCLAUGHLIN SECONDARY SCHOOL PROFILE
SCHOOL CHARACTERISTICS

Student Population Mobility

Membership	New Enrollment	Withdrawals	Transfer Out	Transfer In	Total Mobility	Percent Mobility
159	110	196	101	133	540	339.6%

Ethnicity Report--October 1996

	White	Black	American Native	Asian / Pac Islander	Hispanic	Total Minority	School Total
Sec.	86	21	33	13	6	73	159
	54.1%	13.2%	20.8%	8.2%	3.8%	45.9%	

Free/Reduced Price Lunch Information

Year	School Level	Number in Attendance Area	Number of Children from Low Income Families *	Percent of Children from Low Income Families *
1996-97	High School	159	9	5.7%

* Estimate of children from low income families is based on Free/Reduced Lunch Program.

Retention Report

Grade Repeated	7	8	Total
Number Not Promoted	3	0	3
Percent Not Promoted	25.0%	0%	25.0%

Total Dropout Rates

	American Natives	Asian/ Pacific Islanders	Black	Hispanics	Whites	Total
Enrollment	91	22	49	23	186	371
Final Dropouts	28	8	19	10	59	124
Percent Dropouts	30.77%	36.36%	38.78%	43.48%	31.72%	33.42%

Stability Rates of Students

Data Type	American Native	Asian/ Pac. Islander	Black	Hispanic	White	Total
Number	91	22	49	23	186	371
% in One Sch.	17.58%	13.64%	16.33%	21.74%	18.28%	17.79%
% in Same Sch.	19.78%	22.73%	32.65%	30.43%	24.19%	24.53%

MCLAUGHLIN SECONDARY SCHOOL PROFILE
ACHIEVEMENT PROFILE
CAT Percentile Rank Scores and Number Tested

SUBTEST		GRADE				
		7	8	9	10	11
Reading Vocabulary	%ile	51	43	43	30	31
	No.	3	10	23	28	21
Reading Comprehension	%ile	80	59	54	37	47
	No.	3	10	23	28	21
Total Reading	**%ile**	**68**	**52**	**53**	**34**	**39**
	No.	3	10	23	28	21
Language Mechanics	%ile	23	39	29	20	34
	No.	4	10	23	28	21
Language Expression	%ile	32	34	35	19	23
	No.	3	10	23	27	21
Total Language	**%ile**	**27**	**35**	**31**	**19**	**27**
	No.	3	10	23	27	21
Math Computation	%ile	33	35	46	27	39
	No.	4	10	23	28	21
Math Concepts and Applications	%ile	37	55	51	31	35
	No.	4	10	23	28	21
Total Mathematics	**%ile**	**33**	**45**	**48**	**27**	**37**
	No.	4	10	23	28	21
Total Battery	**%ile**	**46**	**44**	**45**	**25**	**32**
	No.	3	10	23	27	21
Study Skills	%ile	20	17	37	23	28
	No.	4	10	23	27	21
Spelling	%ile	26	37	43	26	22
	No.	4	10	23	28	21
Science	%ile	33	54	49	34	23
	No.	4	10	23	27	21
Social Studies	%ile	50	24	45	30	28
	No.	4	10	23	27	21

Historical Performances
ITBS Percentile Rank Scores 1992-93 to 1994-95
CAT Percentile Rank Scores 1995-96 and 1996-97

Grade	Area	96-97	95-96	94-95	93-94	92-93
11	Total Reading	39	44	41	41	37
11	Total Language Arts	27	36	NA	NA	NA
11	Total Mathematics	37	43	33	31	33

MCLAUGHLIN SECONDARY SCHOOL PROFILE
ACHIEVEMENT PROFILE

Progress Toward Graduation

Area	Average Credits Earned 9th	10th	11th	12th
Language Arts	.17	.20	.25	.00
Mathematics	.17	.10	.25	.00
Science	.00	.10	.25	.00
Social Studies	.17	.30	.25	.00
Others	.50	.40	.63	.00
Total	1.00	1.10	1.63	.00

GOAL	LEVEL OF ACHIEVEMENT
Improve school and class decorum	Successful
Promote knowledge and respect for the richness and diversity of peoples and cultures in our school	Successful
Emphasize study skills through student awareness of individual learning styles	Unsuccessful
Develop practice that aids student to transfer smoothly into standard program	Partially Successful

Continuing Student Progress
Spring 1996-97
Expected Gain

Grade/Area		Number Tested	% Achieved Less Than One Year's Growth	% Achieved One Yr.'s Growth	% Achieved More Than One Year's Growth	1996 Mean	1997 Mean
9	Reading	10	40.0	50.0	10.0	47	45
	Lang. Art	10	20.0	50.0	30.0	34	37
	Math	11	18.2	36.4	45.5	46	51
10	Reading	8	12.5	12.5	75.0	31	40
	Lang. Art	8	25.0	50.0	25.0	28	27
	Math	8	37.5	25.0	37.5	38	38
11	Reading	9	44.4	33.3	22.2	55	0
	Lang. Art	8	25.0	37.5	37.5	36	0
	Math	8	12.5	37.5	50.0	42	0

* -- Indicates Significant Difference in Means at .05 Level

Table 191

SAVE SECONDARY SCHOOL PROFILE
SCHOOL CHARACTERISTICS

September 30, 1996 Membership	**238**
Percent of Capacity	115%
Special Education	23
Gifted	
Bilingual	19

AVERAGE DAILY ATTENDANCE/ AVERAGE DAILY MEMBERSHIP	
Average Daily Attendance	219.2
Average Daily Membership	220.9
Percentage of Daily Attendance	99.3%

CLASSROOM GROUPS

	20 & below	21 to 30	31 +
English			
Math			
Science			
Social Studies			

STAFFING	**FTE**
Principals/ Asst. Principals	1.0
Classroom Teachers	10.0
Job Coordinators*	3.0
Special Ed. Teachers	1.0
Counselors	1.0
Nurses	.5
Bilingual Tutors	.5
Special Ed. Assistants	.5
Clerical Support Staff	1.0
Custodians	1.0

*Also teach part-time in classroom.

Budget *

1995-96 Expenditures	$1,103,624
1996-97 Budgeted Amount	$1,101,310
1997-98 Adopted Budget	$1,098,703

* Dollars budgeted or expended are general fund only.

Special Programs: Bilingual Ed., Migrant Ed.

SAVE SECONDARY SCHOOL PROFILE
SCHOOL CHARACTERISTICS

Student Population Mobility

Membership	New Enrollment	Withdrawals	Transfer Out	Transfer In	Total Mobility	Percent Mobility
238	51	143	20	138	352	147.9%

Ethnicity Report--October 1996

White	Black	American Native	Asian / Pac Islander	Hispanic	Total Minority	School Total
159	25	31	13	12	81	240
66.3%	10.4%	12.9%	5.4%	5.0%	33.8%	

Total Dropout Rates

	American Natives	Asian/ Pacific Islanders	Black	Hispanics	Whites	Total
Enrollment	62	27	37	18	257	401
Final Dropouts	16	3	14	5	71	109
Percent Dropouts	25.81%	11.11%	37.84%	27.78%	28.24%	27.18%

Stability Rates of Students

Data Type	American Native	Asian/ Pac. Islander	Black	Hispanic	White	Total
Number	62	27	37	18	257	401
% in One Sch.	24.19%	22.22%	32.43%	27.78%	28.40%	27.68%
% in Same Sch.	19.35%	18.52%	10.81%	16.67%	24.51%	21.70%

SAVE SECONDARY SCHOOL PROFILE
ACHIEVEMENT PROFILE

CAT Percentile Rank Scores
and Number Tested

SUBTEST		GRADE		
		9	10	11
Reading Vocabulary	%ile	50	40	34
	No.	1	22	65
Reading Comprehension	%ile	48	52	34
	No.	1	23	65
Total Reading	**%ile**	**50**	**48**	**34**
	No.	1	22	64
Language Mechanics	%ile	1	34	28
	No.	1	23	63
Language Expression	%ile	11	42	32
	No.	1	22	63
Total Language	**%ile**	**3**	**35**	**29**
	No.	1	22	63
Math Computation	%ile	4	32	30
	No.	1	23	64
Math Concepts and Applications	%ile	41	51	42
	No.	1	23	65
Total Mathematics	**%ile**	**14**	**39**	**34**
	No.	1	23	64
Total Battery	**%ile**	**13**	**40**	**30**
	No.	1	21	62
Study Skills	%ile	15	35	35
	No.	1	23	65
Spelling	%ile	30	39	27
	No.	1	23	64
Science	%ile	4	42	41
	No.	1	21	64
Social Studies	%ile	25	44	27
	No.	1	21	64

Historical Performances
ITBS Percentile Rank Scores 1992-93 to 1994-95
CAT Percentile Rank Scores 1995-96 and 1996-97

Grade	Area	96-97	95-96	94-95	93-94	92-93
11	Total Reading	34	47	38		
11	Total Language Arts	29	36	NA		
11	Total Mathematics	34	43	29		

SAVE SECONDARY SCHOOL PROFILE
ACHIEVEMENT PROFILE

Progress Toward Graduation

Area	Average Credits Earned 9th	10th	11th	12th
Language Arts	.00	.08	.17	.09
Mathematics	.00	.04	.06	.00
Science	.00	.04	.04	.06
Social Studies	.00	.04	.09	.07
Others	.25	.60	.86	.81
Total	.25	.81	1.21	1.04

GOAL	LEVEL OF ACHIEVEMENT
Continue to provide new opportunity to acquire specific pre-vocational skills	Successful
Continue to gain awareness of social issues in community	Successful
Continue implementing concept and processes of conflict resolution and mediation	Partially Successful
Reduce student drop-out rate due to academic/attendance problems	Successful

Continuing Student Progress
Spring 1996-97
Expected Gain

Grade/Area		Number Tested	% Achieved Less Than One Year's Growth	% Achieved One Yr.'s Growth	% Achieved More Than One Year's Growth	1996 Mean	1997 Mean
11	Reading	7	71.4	14.3	14.3	51	45
	Lang. Arts	7	57.1	14.3	28.6	40	39
	Math	7	57.1	14.3	28.6	47	45

* – Indicates Significant Difference in Means at .05 Level

Table 192

STELLER SECONDARY SCHOOL PROFILE
SCHOOL CHARACTERISTICS

September 30, 1996 Membership	**298**
Percent of Capacity	108%
Special Education	25
Gifted	1
Bilingual	0

AVERAGE DAILY ATTENDANCE/ AVERAGE DAILY MEMBERSHIP

Average Daily Attendance	297.5
Average Daily Membership	298.4
Percentage of Daily Attendance	99.7%

CLASSROOM GROUPS

	20 & below	21 to 30	31 +
English			
Math			
Science			
Social Studies			

STAFFING	**FTE**
Principals/ Asst. Principals	1.0
Classroom Teachers	12.6
Special Education Teachers	1.6
Nurses	.5
Media/Career Resource Assist	.5
Clerical Support Staff	1.0
Custodians	2.0

Budget *

1995-96 Expenditures	$1,200,356
1996-97 Budgeted Amount	$1,120,657
1997-98 Adopted Budget	$1,113,903

* Dollars budgeted or expended are general fund only.

Special Programs: Optional Program

STELLER SECONDARY SCHOOL PROFILE
SCHOOL CHARACTERISTICS

Student Population Mobility

Membership	New Enrollment	Withdrawals	Transfer Out	Transfer In	Total Mobility	Percent Mobility
298	5	3	4	3	15	5.0%

Ethnicity Report--October 1996

White	Black	American Native	Asian / Pac Islander	Hispanic	Total Minority	School Total
233	16	20	17	12	65	298
78.2%	5.4%	6.7%	5.7%	4.0%	21.8%	

Free/Reduced Price Lunch Information

Year	School Level	Number in Attendance Area	Number of Children from Low Income Families *	Percent of Children from Low Income Families *
1996-97	Secondary	298	1	0.3%

* Estimate of children from low income families is based on Free/Reduced Lunch Program.

Total Dropout Rates

	American Natives	Asian/ Pacific Islanders	Black	Hispanics	Whites	Total
Enrollment	20	17	16	13	239	305
Final Dropouts	0	0	0	1	1	2
Percent Dropouts	0.00%	0.00%	0.00%	7.69%	0.42%	0.66 %

Stability Rates of Students

Data Type	American Native	Asian/ Pac. Islander	Black	Hispanic	White	Total
Number	20	17	16	13	239	305
% in One Sch.	95.00%	100.00%	100.00%	92.31%	95.40%	95.74%
% in Same Sch.	70.00%	64.71%	68.75%	76.92%	71.55%	71.15%

STELLER SECONDARY SCHOOL PROFILE
ACHIEVEMENT PROFILE

CAT Percentile Rank Scores and Number Tested

SUBTEST		GRADE				
		7	8	9	10	11
Reading Vocabulary	%ile	87	88	80	84	85
No.	No.	47	41	47	44	33
Reading Comprehension	%ile	91	85	85	90	82
No.	No.	47	41	47	44	33
Total Reading	**%ile**	**91**	**89**	**85**	**89**	**85**
No.	No.	47	41	47	44	33
Language Mechanics	%ile	84	70	68	68	72
No.	No.	46	41	47	44	33
Language Expression	%ile	83	77	75	83	68
No.	No.	47	41	47	43	33
Total Language	**%ile**	**85**	**74**	**73**	**79**	**71**
No.	No.	46	41	47	43	33
Math Computation	%ile	81	64	75	70	72
No.	No.	48	41	51	43	31
Math Concepts and Applications	%ile	86	90	88	84	84
No.	No.	48	41	51	43	31
Total Mathematics	**%ile**	**84**	**80**	**82**	**78**	**81**
No.	No.	48	41	51	43	31
Total Battery	**%ile**	**90**	**86**	**83**	**85**	**82**
No.	No.	45	41	47	42	31
Study Skills	%ile	82	73	76	75	77
No.	No.	48	41	51	43	31
Spelling	%ile	70	63	68	67	69
No.	No.	47	41	47	44	33
Science	%ile	88	89	87	83	84
No.	No.	48	41	51	43	31
Social Studies	%ile	86	78	84	81	86
No.	No.	48	41	50	43	31

Historical Performances
ITBS Percentile Rank Scores 1992-93 to 1994-95
CAT Percentile Rank Scores 1995-96 and 1996-97

Grade	Area	96-97	95-96	94-95	93-94	92-93
8	Total Reading	89	91	79	83	85
8	Total Language Arts	74	82	76	76	77
8	Total Mathematics	80	82	79	73	79
11	Total Reading	85	84	79	84	81
11	Total Language Arts	71	77	NA	NA	NA
11	Total Mathematics	81	76	73	79	90

STELLER SECONDARY SCHOOL PROFILE
ACHIEVEMENT PROFILE

SAT / ACT

Test	Students/Subject	96-97	95-96	94-95	93-94	92-93
	Number Graduates	43	37	48	32	29
SAT	Percent Tested	74.4%	83.8%	75.0%	84.4%	62.1%
	Verbal	616	605	569	547	537
	Math	572	538	582	566	569
ACT	Percent Tested	-	-	-	-	-
	English					
	Math					

Progress Toward Graduation

Area	Average Credits Earned 9th	 10th	 11th	 12th
Language Arts	.92	.86	1.02	.86
Mathematics	.98	.93	.69	.45
Science	1.18	1.14	.92	.64
Social Studies	.93	.91	.65	1.10
Others	1.21	1.33	1.45	.88
Total	5.22	5.17	4.72	3.93

GOAL	LEVEL OF ACHIEVEMENT
Enhance community contacts at Steller	Successful
Focus on better communication with parents	Successful
Integrate the new history curriculum	Successful
Stress interdisciplinary classes	Partially Successful

STELLER SECONDARY SCHOOL PROFILE
ACHIEVEMENT PROFILE

Continuing Student Progress
Spring 1996-97
Expected Gain

Grade/Area		Number Tested	% Achieved Less Than One Year's Growth	% Achieved One Yr.'s Growth	% Achieved More Than One Year's Growth	1996 Mean	1997 Mean
8	Reading	38	18.4	47.4	34.2	73	76
	Lang. Arts	38	42.1	28.9	28.9	68	65
	Math	38	28.9	52.6	18.4	70	70
9	Reading	31	29.0	54.8	16.1	78	76
	Lang. Arts	31	32.3	41.9	25.8	68	67
	Math	33	21.2	36.4	42.4	70	71
10	Reading	35	22.9	34.3	42.9	74	78
	Lang. Arts	34	14.7	52.9	32.4	67	68
	Math	34	47.1	26.5	26.5	70	65
11	Reading	29	37.9	34.5	27.6	76	74
	Lang. Arts	29	48.3	37.9	13.8	67	63*
	Math	27	22.2	59.3	18.5	70	71

* -- Indicates Significant Difference in Means at .05 Level

Table 193

POLARIS K-12 SCHOOL PROFILE
SCHOOL CHARACTERISTICS

September 30, 1996 Membership	**494**
Percent of Capacity	96%
Special Education	36
Gifted	10
Bilingual	0

AVERAGE DAILY ATTENDANCE/ AVERAGE DAILY MEMBERSHIP

Average Daily Attendance	
Elementary	255.9
Secondary	218.9
Average Daily Membership	
Elementary	2265.7
Secondary	218.9
Percentage of Daily Attendance	
Elementary	96.3%
Secondary	100.0%

CLASSROOM GROUPS

	21 to 30	31+
English		
Math		
Science		
Social Studies		

STAFFING	**FTE**
Principals/ Asst. Principals	1.0
Student Services Coordinator	.6
Classroom Teachers	21.0
Special Education Teachers	1.3
Music Teachers	1.0
Art Teachers	1.0
Phys. Ed. Teachers	1.0
Counselors	.4
Nurses	.15
Special Education Aides	.625
Clerical Support Staff	2.0
Custodians	2.5

Budget *

1995-96 Expenditures	$1,828,239
1996-97 Budgeted Amount	$1,884,406
1997-98 Adopted Budget	$1,941,073

* Dollars budgeted or expended are general fund only.

Special Programs: Migrant Ed., Optional Program

POLARIS K-12 SCHOOL PROFILE
SCHOOL CHARACTERISTICS

Student Population Mobility

Membership		New Enrollment	Withdrawals	Transfer Out	Transfer In	Total Mobility	Percent Mobility
Elem.	266	0	10	14	31	55	20.7%
Sec.	228	2	10	11	11	34	14.9%

Ethnicity Report--October 1996

	White	Black	American Native	Asian / Pac Islander	Hispanic	Total Minority	School Total
Elem.	193	15	8	3	8	34	227
	85.0%	6.6%	3.5%	1.3%	3.5%	15.0%	
Sec.	199	8	16	2	3	29	228
	87.3%	3.5%	7.0%	.9%	1.3%	12.7%	

Free/Reduced Price Lunch Information

Year	School Level	Number of Children Enrolled	Number of Children from Low Income Families *	Percent of Children from Low Income Families *
1996-97	Elementary	266	9	3.4%
	Secondary	228	2	.9%

* Estimate of children from low income families is based on Free/Reduced Lunch Program.

Retention Report

Grade Repeated	1	2	3	4	5	6	Total
Number Not Promoted	0	0	0	0	0	0	0
Percent Not Promoted	0%	0%	0%	0%	0%	0%	0%

POLARIS K-12 SCHOOL PROFILE
ACHIEVEMENT PROFILE

Stability Rates of Students

Data Type	American Native	Asian/ Pac. Islander	Black	Hispanic	White	Total
Elementary						
Number	11	3	16	11	249	290
% in One Sch.	72.73%	100.00%	100.00%	81.82%	85.14%	85.52%
% in Same Sch.	45.45%	100.00%	75.00%	45.45%	67.87%	66.90%
Secondary						
Number	16	2	8	3	203	232
% in One Sch.	100.00%	50.00%	62.50%	100.00%	90.15%	89.66%
% in Same Sch.	56.25%	100.00%	25.00%	33.33%	71.43%	68.53%

CAT Percentile Rank Scores and Number Tested

SUBTEST		GRADE			
		3	4	5	6
Reading Vocabulary	%ile	72	85	76	64
	No.	37	40	39	39
Reading Comprehension	%ile	80	82	74	74
	No.	37	40	39	39
Total Reading	**%ile**	**79**	**85**	**77**	**71**
	No.	37	40	39	39
Language Mechanics	%ile	46	63	78	73
	No.	37	40	39	39
Language Expression	%ile	68	79	82	82
	No.	37	40	39	39
Total Language	**%ile**	**57**	**74**	**82**	**78**
	No.	37	40	39	39
Math Computation	%ile	48	62	66	73
	No.	37	40	39	38
Math Concepts and Applications	%ile	75	83	87	90
	No.	37	40	39	37
Total Mathematics	**%ile**	**65**	**77**	**82**	**85**
	No.	37	40	39	37
Total Battery	**%ile**	**69**	**81**	**84**	**82**
	No.	37	40	39	37
Word Analysis	%ile	45			
	No.	36			
Study Skills	%ile		83	76	81
	No.		40	39	39
Spelling	%ile	43	60	69	62
	No.	37	40	39	39
Science	%ile	73	86	72	72
	No.	37	40	39	39
Social Studies	%ile	76	82	75	74
	No.	37	39	39	39

POLARIS K-12 SCHOOL PROFILE
ACHIEVEMENT PROFILE

SUBTEST		GRADE				
		7	8	9	10	11
Reading Vocabulary	%ile	75	72	76	71	61
	No.	39	39	41	44	23
Reading Comprehension	%ile	83	74	81	76	71
	No.	39	39	41	44	23
Total Reading	**%ile**	**83**	**76**	**80**	**75**	**68**
	No.	39	39	41	44	23
Language Mechanics	%ile	73	68	66	67	44
	No.	39	39	41	44	23
Language Expression	%ile	65	67	75	73	47
	No.	39	39	41	44	23
Total Language	**%ile**	**70**	**68**	**71**	**71**	**44**
	No.	39	39	41	44	23
Math Computation	%ile	71	64	69	63	52
	No.	39	39	42	44	23
Math Concepts and Applications	%ile	77	82	82	76	57
	No.	39	39	42	44	23
Total Mathematics	**%ile**	**76**	**75**	**77**	**71**	**55**
	No.	39	39	42	44	23
Total Battery	**%ile**	**79**	**76**	**79**	**76**	**57**
	No.	39	39	41	44	23
Study Skills	%ile	73	64	75	65	48
	No.	39	39	41	44	23
Spelling	%ile	59	51	64	60	59
	No.	39	39	41	44	23
Science	%ile	75	83	73	72	52
	No.	39	39	41	44	23
Social Studies	%ile	73	67	75	69	61
	No.	39	39	41	44	23

POLARIS K-12 SCHOOL PROFILE
ACHIEVEMENT PROFILE

Historical Performances
ITBS Percentile Rank Scores 1992-93 to 1994-95
CAT Percentile Rank Scores 1995-96 and 1996-97

Grade	Area	96-97	95-96	94-95	93-94	92-93
4	Total Reading	85	87	70	N/A	N/A
4	Total Language Arts	74	80	76	N/A	N/A
4	Total Mathematics	77	86	78	N/A	N/A
6	Total Reading	71	67	73	N/A	N/A
6	Total Language Arts	78	75	67	N/A	N/A
6	Total Mathematics	85	72	70	N/A	N/A
8	Total Reading	76				
8	Total Language Arts	68				
8	Total Mathematics	75				
11	Total Reading	68	77	71	N/A	N/A
11	Total Language Arts	44	69	N/A	N/A	N/A
11	Total Mathematics	55	66	59	N/A	N/A

SAT / ACT

Test	Students/Subject Number Graduates	96-97	95-96	94-95	93-94	92-93
SAT	Percent Tested 10		-	-	-	-
	Verbal	619				
	Math	576				
ACT	Percent Tested	-	-	-	-	-
	English					
	Math					

Progress Toward Graduation

Area	Average Credits Earned 9th	10th	11th	12th
Language Arts	.82	.97	1.14	.90
Mathematics	.84	.73	.58	.62
Science	.97	.84	.49	.25
Social Studies	1.30	1.34	1.35	.98
Others	1.64	1.51	1.71	1.71
Total	5.57	5.39	5.27	4.46

GOAL	LEVEL OF ACHIEVEMENT
Demonstrate academic accountability, responsibility and leadership	Successful
Opportunity to learn in a variety of multi-age settings	Successful
Assure we are holding to the Mission Statement and improve progress and planning	Successful